

Social Work 322.01: Human Behavior in the Social Environment II



LEWIS-CLARK STATE
COLLEGE

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

Class Location: Thomas Jefferson Hall 108

Course Description

This course is the second 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 the 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 childhood, adolescence and adulthood, continuing the introduction of major psychological, sociological and social work theories underpinning social work practice begun in the HBSE I course. Class, ethnicity, race, and gender are explored, while family, group, organization, community, and society provide the person/environment transactional context.

Pre-requisite: Social Work 321 (HBSE I) or permission of the instructor.

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.

Expected Learning Outcomes

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.

Teaching Methods and Class Climate

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through 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 discussions and in-class activities and may include Discussion Board assignments on Canvas. These discussions and/or activities will generally be centered around assigned reading, lecture notes, and assignments we are working on in class. While we will not always be formal in our classroom, you are expected to behave in a manner consistent with a developing professional. Coming late to class and leaving early, cell phone or computer use unrelated to class, and other unprofessional behavior will be addressed by the teacher and may be subject to guidelines found in the BSW Handbook.

Students are 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.

Required Course Materials

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.

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

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

Students are expected to attend all scheduled classes. Because this class meets only once per week, missing more than 2 of the weekly classes is considered excessive and will result in the reduction of your final grade by one letter grade (e.g., an A becomes a B). Coming to class late or leaving early may be considered an absence, depending on the circumstances. Exceptions will be rare and should be negotiated in advance whenever possible. Please discuss this with the instructor if you need clarification.

Participation in the class will result in participation points awarded each class period. These may be awarded after administering a pop quiz on the reading, group activities or discussions during class, or other in-class activities. If you do not attend class, you will not receive participation points unless you complete make-up work assigned by the instructor. It is your responsibility to ask for make-up work within 48 hours of your absence or you will simply receive a zero. Regardless, it is at the discretion of the teacher to determine if make-up work is warranted.

Attending class via Zoom

This class is designed to be delivered to students in a seated classroom. However, in special circumstances we may be able to use Zoom to conduct class or to allow students who otherwise can't attend to participate. Zoom participants may be asked to complete an additional assignment based on the ability (or inability) to conduct activities similar to classroom work via Zoom. If you need to attend the class via Zoom due to special circumstances, you will need to notify the instructor as soon as possible.

(Some circumstances for which Zoom may be offered include: mandatory quarantining based on school or public policies; childcare issues arising from previously mentioned policies; inclement/dangerous weather and road conditions for instructors and/or students; other special circumstances may apply.)

Zoom Etiquette: Whenever possible, you should have your video on. You should mute your microphone unless you are speaking. Please use the chat feature only if your microphone isn't working. Wear appropriate clothing for the classroom.

If you believe you will miss all or part of more than 2 classes this semester, it is your responsibility to look for alternatives such as fully online or hybrid courses to fit your needs. I am happy to talk to you and work with you on this if you anticipate any problems.

The instructor reserves the right to make exceptions to this policy in the case of extraordinary circumstances. Arrangements will be made on a case-by-case basis.

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 Social Work program 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. While you will receive some assistance with your writing in your social work classes, writing skills will not typically be the focus. 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, 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 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 “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. Incomplete 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 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.

Assignments are due as scheduled by the instructor.

Assignments you cannot make up or turn in late: Quizzes and Case Studies are due as scheduled. If you miss the due date, you cannot make up the assignment. No exceptions. You have an entire week or more to complete them, so if you struggle with deadlines, be sure you are getting them done early.

Policy for other late assignments: Other than the Quizzes and Case Studies 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.

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.

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 Possible
Attendance & Participation (in-class activities and/or discussion boards)	15 x 10 = 150
Quizzes	Total = 40
Syllabus	20
Tips	14
Group	6
Chapter Quizzes	6 x 25 = 150
Covering Chapters 1-2, 6-10	
Opposing Viewpoints Paper Draft	50
Opposing Viewpoints Final	50
Position Paper Draft	50
Position Paper Final	50
Writing Feedback Statements (4)	4 x 15 = 60
Case Studies (5)	5 x 50 = 250
Social Work Competency Review	50

Nursing Collaboration Project	Total = 100
Interview	25
Project	50
Reflection	25
Total Possible Points	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 be prepared to discuss the class material including textbook chapters and supplemental information provided in each Module.

Chapter readings assigned are from the class text-- *Human behavior in the social environment: A multidimensional perspective* (6th ed), unless otherwise noted.

The calendar is tentative, so changes may need to occur along the way. **Modifications will be posted on Canvas and communicated through Announcements.**

Week	Topic/Reading	Assignments Due
	<ul style="list-style-type: none"> Read and review lecture materials BEFORE we meet as a class. Be prepared for discussion. Participation points are determined on the day of class 	<ul style="list-style-type: none"> Most Assignments are due each week by 11:59pm on the Sunday following our in class meeting unless otherwise specified
1 Jan 18	<ul style="list-style-type: none"> Syllabus Review Class Expectations Chapter 1-2 (Review from HBSE I) Find out who is in your SW Group 	<ul style="list-style-type: none"> Participation Quiz Syllabus & Canvas Quiz: Class Tips & Expectations <p>Access to groups will be available this week. See Module One for details.</p>
2 Jan 25	<ul style="list-style-type: none"> Chapter 1-2 (Review continued) Group Meeting 	<ul style="list-style-type: none"> Participation Chapter Quiz #1

3 Feb 1	<ul style="list-style-type: none"> Chapter 6: Middle Childhood 	<ul style="list-style-type: none"> Participation Chapter Quiz #2 Group Quiz
4 Feb 8	<ul style="list-style-type: none"> Chapter 6 Continued Read: Summary Tips Opposing Viewpoints Project assigned Appointment w/Librarian Recommended 	<ul style="list-style-type: none"> Participation Case Study #1
5 Feb 15	<ul style="list-style-type: none"> Chapter 7: Adolescence 	<ul style="list-style-type: none"> Participation Chapter Quiz #3 Opposing Viewpoints Draft Due (Turn in and exchange with group members.)
6 Feb 22	<ul style="list-style-type: none"> Chapter 7 Continued OVP Writing Feedback Work (meet with partner(s)) 	<ul style="list-style-type: none"> Participation Case Study #2
7 Mar 1	<ul style="list-style-type: none"> Chapter 8: Emerging and Young Adulthood 	<ul style="list-style-type: none"> Participation Chapter Quiz #4 Writing Feedback Statements (OVP) Due
8 Mar 8	<ul style="list-style-type: none"> Chapter 8 Continued Recommended: Meet w/Librarian 	<ul style="list-style-type: none"> Participation Case Study #3
9 Mar 15	<ul style="list-style-type: none"> Chapter 9: Middle Adulthood Position Paper assigned 	<ul style="list-style-type: none"> Participation Chapter Quiz #5 Opposing Viewpoints Paper Due
10 Mar 22	<ul style="list-style-type: none"> Chapter 9 Continued Nursing groups will be announced 	<ul style="list-style-type: none"> Participation Case Study #4
March 28	Spring Break!	
11 April 5	<ul style="list-style-type: none"> Chapter 10: Late and Very Late Adulthood Nursing Interview Assignment (assigned) 	<ul style="list-style-type: none"> Participation Quiz #6 Position Paper Draft Due (Turn in and exchange with group members.)
12 April 12	<ul style="list-style-type: none"> Chapter 10 Continued Position Paper Writing Feedback Work (meet with partner(s)) 	<ul style="list-style-type: none"> Participation Case Study #5 Nursing Interview Due

13 April 19	<ul style="list-style-type: none"> • Thesis Statement: Lecture Posted • Recommended: Meet w/Librarian • Nursing Collaboration Project Check in 	<ul style="list-style-type: none"> • Participation • Writing Feedback Statements Due
14 April 26	<ul style="list-style-type: none"> • Review of Competencies in textbook 	<ul style="list-style-type: none"> • Participation • Social Work Competency Review
15 May 3	<ul style="list-style-type: none"> • Review of Nursing Project and Final Assignments 	<ul style="list-style-type: none"> • Participation • Nursing Collaboration Project and Reflection Due • Position Paper Due
16 May 9-13	Finals Week No Final	
Weekly	<ul style="list-style-type: none"> • Lecture Notes will be provided in Canvas Modules. It is assumed you will review them when they are made available to you each week. • There is a <u>to-do list in each Module</u> outlining assignments for the specified week. <u>Be sure to read it and follow instructions.</u> 	