

Social Work 322.60 & 322.61
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: Online/Canvas LMS

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 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 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.

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.

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 will 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 receive 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.

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. If we make different arrangements in advance, many policies can be negotiable, depending on your situation.

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 |
|--|-----------------|
| Discussion Board | 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 read/review all class material for 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 |
|-----------------|--|--|
| 1 Jan 17 | <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"> • Discussion Board • Quiz Syllabus & Canvas • Quiz: Class Tips & Expectations <p>Access to groups will be available this week. See Module One for details.</p> |
| 2 Jan 24 | <ul style="list-style-type: none"> • Chapter 1-2 (Review continued) • Group Meeting | <ul style="list-style-type: none"> • Discussion Board • Chapter Quiz #1 |
| 3 Jan 31 | <ul style="list-style-type: none"> • Chapter 6: Middle Childhood | <ul style="list-style-type: none"> • Discussion Board • Chapter Quiz #2 • Group Quiz |
| 4 Feb 7 | <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"> • Discussion Board • Case Study #1 |
| 5 Feb 14 | <ul style="list-style-type: none"> • Chapter 7: Adolescence | <ul style="list-style-type: none"> • Discussion Board • Chapter Quiz #3 • Opposing Viewpoints Draft Due (Turn in and exchange with group members.) |
| 6 Feb 21 | <ul style="list-style-type: none"> • Chapter 7 Continued • OVP Writing Feedback Work (meet with partner(s)) | <ul style="list-style-type: none"> • Discussion Board • Case Study #2 |
| 7 Feb 28 | <ul style="list-style-type: none"> • Chapter 8: Emerging and Young Adulthood | <ul style="list-style-type: none"> • Discussion Board • Chapter Quiz #4 • Writing Feedback Statements (OVP) Due |
| 8 Mar 7 | <ul style="list-style-type: none"> • Chapter 8 Continued • Recommended: Meet w/Librarian | <ul style="list-style-type: none"> • Discussion Board • Case Study #3 |
| 9 Mar 14 | <ul style="list-style-type: none"> • Chapter 9: Middle Adulthood • Position Paper assigned | <ul style="list-style-type: none"> • Discussion Board • Chapter Quiz #5 • Opposing Viewpoints Paper Due |
| 10 Mar 21 | <ul style="list-style-type: none"> • Chapter 9 Continued • Nursing groups will be announced | <ul style="list-style-type: none"> • Discussion Board • Case Study #4 |
| March 28 | Spring Break! | |

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|----------------|---|--|
| 11 April 4 | <ul style="list-style-type: none"> • Chapter 10: Late and Very Late Adulthood • Nursing Interview Assignment (assigned) | <ul style="list-style-type: none"> • Discussion Board • Quiz #6 • Position Paper Draft Due (Turn in and exchange with group members.) |
| 12 April 11 | <ul style="list-style-type: none"> • Chapter 10 Continued • Position Paper Writing Feedback Work (meet with partner(s)) | <ul style="list-style-type: none"> • Discussion Board • Case Study #5 • Nursing Interview Due |
| 13 April 18 | <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"> • Discussion Board • Writing Feedback Statements Due |
| 14 April 25 | <ul style="list-style-type: none"> • Review of Competencies in textbook | <ul style="list-style-type: none"> • Discussion Board • Social Work Competency Review |
| 15 May 2 | <ul style="list-style-type: none"> • Review of Nursing Project and Final Assignments | <ul style="list-style-type: none"> • Discussion Board • 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> | |