



SCHOOL OF SOCIAL WORK

SWK 513: Human Behavior in the Social Environment II

INSTRUCTOR: Lon Johnston, Ph.D, LCSW.
OFFICE: Henderson 321
OFFICE HOURS: 11-12 & 1-3 Monday; 11-12, 1-3 & 4-5 Tuesday; 11:30-12, 1-2:30 & 3:30-4:30
OFFICE PHONE: 3941
E-MAIL: lon.johnston@tamuc.edu (preferred means of communication)

COURSE DESCRIPTION:

This course is designed to provide foundation students with knowledge and theoretical understanding of the biophysical, psychological and behavioral aspects of human development within a variety of social systems. In this course we will study human development with attention to the interaction between individuals, families and the changing social environment as it pertains to the phases of adulthood. Traditional approaches to life stages will be considered, as well as less traditional issues such as the impact on human development of different cultures, poverty, physical/mental disabilities, gender roles, sexism, ageism, and sexual orientation. With the foundation knowledge of human development and the understanding of biophysical, psychological and social interactions, this course will incorporate a theoretical perspective of Community Organization within the context of a Generalist Social Work perspective and Systems Theory. Conceptual knowledge of organizations and communities and critical thinking related to issues of diversity, empowerment of at risk populations, and mobilization of resources will be emphasized from a social work perspective with emphasis on social work ethics and values.

GOALS & COMPETENCIES:

- 1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential**

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interventions. Students will be able to reflect the following competencies:

F 1.2 Demonstrate research-informed practice and practice-informed research (2.1.6)

F 1.4 Engage in change strategies with individuals, families, groups, organizations & communities (2.1.10)

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Students will be able to reflect the following competencies:

F 2.1 Engage in policy practice (2.1.8)

F 2.2 Apply social work ethics & principles (2.1.2)

2. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Students will be able to reflect the following competencies:

F 3.1 Engage as professional social workers (2.1.1)

F 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession (2.1.9)

COURSE OBJECTIVES AND OUTCOMES:

1. Students will learn empirically validated theories and knowledge of human bio-psycho-social-spiritual development and ways in which systems promote or deter people in the maintaining or achieving optimal health and well being.
2. Students will learn historical and contemporary theories of populations at risks to include a broadly based perspective re-defining the range of “normal” behavior in adulthood, and developmental tasks specific to gender, age, sexual orientation, disability, and culture.
3. Students will learn the reciprocal impact of relationships between individuals at the micro, mezzo and macro levels of environmental interaction using a systems theoretical approach.
4. Students will learn to recognize the interplay between theory development, theory selection, and value issues that affect the uses of theory.

RELATIONSHIP TO OTHER COURSES:

This course builds on theories and concepts provided in Human Behavior and Development in Updated version 12.12

the Social Environment I and is a continuation of the study of development through the life cycle. The course addresses the empirical evidence on which theories are based, and relates this content to the importance of evidence in SWK 531. The course discusses mid and later life development, and relates this content to behavior in families and groups discussed in SWK 503.

TEXTS:

Publication manual of the American Psychological Association (2009). 6th e.d. Washington DC: American Psychological Association.

Zastrow, C.H. & Kirst-Ashman, K.K. (2010). *Understanding human behavior and the social environment*. 8th ed. Belmont, CA: Brook/Cole.

ADDITIONAL SUGGESTED READING:

Kirst-Ashman, K. (2000), *Human Behavior, Communities, Organizations & Groups in the Macro Environment: An Empowerment Approach*. Belmont, CA: Wadsworth/Thomson Learning.

Pillari, V. & Newsome, M., Rivera, F. & Erlich, J. (1998), *Community Organizing in a Diverse Society (3rd edition)*. Needham Heights, MA: Allyn & Bacon.

Rubin, H., Rubin, I. (2001), *Community Organizing and Development (3rd edition)*. Needham Heights, MA: Allyn & Bacon.

GRADING:

You can access your grades in eCollege to see your grade (keep in mind that the grade only reflects work I have graded). Because this course is evaluated primarily through written assignments, there will be a lag time between when the assignment is posted and I grade it. In addition, the online quizzes require grading by me. You will receive an email from me each time the grade book has been update to reflect the most recent status.

A 500 - 450 pts

B 449 - 400 pts

C 399 - 350 pts

Less than 350 pts must repeat the class

OVERVIEW OF ASSIGNMENTS:

Assigned readings as listed on your course scheduled in fact assignments. Additional readings assignments may be added as the semester progresses. It is important that you have read the material prior to class.

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WEEKLY CHAPTER QUIZZES (100 POINTS)

There will be 6 quizzes given to establish acquisition of knowledge gained through reading assigned materials. Weekly quizzes are a portion of your grade. They will be scheduled, timed, and **cannot** be made-up at a later date. Only the 5 highest quizzes will be recorded. If you take all 6, the lowest score will be dropped. If you only take 5, no grade will be dropped, etc. 15 minutes will be allocated for each quiz at the beginning of class. If you arrive after the time has started, you will only have whatever part of 15 minutes is left.

LITERARY RESEARCH PAPER (125 POINTS) DUE: 03/07/2012

A systematic review of literature related to a topic of interest for adult life. As a demonstration of critical thinking and the development of knowledge of theory, this paper will be in the form of an integrative literary review. A minimum of 15 different literary sources must be used.

SOCIAL PROBLEM PAPER (125 PTS) DUE:04/18/2012

This paper (8 - 10 pages, double-spaced, one inch columns) will address a specific social problem that impacts human development and/or social functioning in middle to late adulthood and includes a major macro component. **Possible** topics include but are **not limited to** the following (professor must approve topic):

Unemployment
Ageism
Familial Caregiving

HIV/AIDS
Abuse and Neglect
Poverty

Homelessness
Domestic Violence

ON-LINE COMPREHENSIVE EXAM (100 POINTS) ON: 05/04/2012

A comprehensive final will be given which reflects content from the entire course. The questions for the comprehensive examination will be taken from the weekly readings, power points, and quizzes.

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of “F”	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of “F”
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of “F”	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students’ grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university’s computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES: Assignments must be turned in at the beginning of class on their due date. Late papers will not be accepted and will receive a grade of zero. Do not ask for any exceptions to this policy. Further, the professor does not read assignments and provide feedback before an assignment is due, and assignments cannot be rewritten once they have been graded.

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

CLASS SCHEDULE:

Week	Reading(s)	Assignment/Activities	Link to Comp.	SLO
1/16		Introduction to and overview of course and expectations		
1/23	Chapter 1 in Text: Intro to Human Behavior and the Social Environment		F 1.2; F 1.4; F 2.2	1, 3, 4
1/30	Chapter 10 in Text: Biological Aspects of Young and Middle Adulthood	Quiz # 1	F 2.2	1, 4
2/6	Chapter 11 in Text: Psychological Aspects of Young and Middle Adulthood	Quiz # 2	F 2.2	1, 4
2/13	Chapter 11 in Text: Psychological Aspects of Young and Middle		F 2.2	1, 4

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	Adulthood			
2/20	Chapter 12 in Text: Sociological Aspects of Young and Middle Adulthood		F 2.2	1, 3, 4
2/27	Chapter 12 in Text: Sociological Aspects of Young and Middle Adulthood	Literary Research Paper Due at the beginning of class	F 2.2	1, 4
3/6	Chapter 9 in Text: Gender	Quiz # 3	F 2.2; F 2.1; F 3.2; F 3.1; F 1.2; F 1.4	1, 2, 4
3/20	Chapter 9 in Text: Gender		F 2.2; F 2.1; F 3.2; F 3.1; F 1.2; F 1.4	1, 2, 4
3/27	Chapter 13 in Text: Sexual Orientation	Quiz # 4	F 2.2; F 2.1; F 3.2; F 3.1; F 1.2; F 1.4	1, 2, 4
4/3	Chapter 13 in Text: Sexual Orientation	Social Problems Paper due at the beginning of class	F 2.2; F 2.1; F 3.2; F 3.1; F 1.2; F 1.4	1, 2, 4
4/10	Chapter 14 in Text: Biological Aspects in Later Adulthood		F 2.2	1, 4
4/17	Chapter 15 in Text: Psychological Aspects in Later Adulthood	Quiz # 5	F 2.2	1, 4
4/18	Chapter 16 in Text: Sociological Aspects in Later Adulthood	Quiz # 6	F 2.2	1, 3, 4
4/25		Comprehensive Exam	F 3.1; F 3.2	1, 2, 3
5/2		Closure and Review		

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