



**School of Social Work**

**SWK 275-01E: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I**

Tuesdays and Thursdays, 9:30-10:45am

Location: EDS122

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

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**Office Location:** Henderson Bldg. / Office 323E- Commerce Campus

**Office Hours:** **Commerce-** Tuesdays, 11:00am-12:00pm / 2:00-4:00pm & Thursday, 11:00am-12:00pm

**Mesquite (MPLX)-** Wednesdays, 12:00-1:00pm and by appointment

**McKinney (CHEC)-** Thursdays, 4:00-5:00pm and by appointment

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**NOTE: Emails** are answered within 24 hours following your initial post during weekdays. Emails received on Fridays after 12:00pm will be answered the following Monday. Please email; voice messages left in my office phone are not accessed every day.

# Overview of Course

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## **COURSE DESCRIPTION:**

This course examines biophysical, psychological, and behavioral domains of human development. Individuals and families' interactions with the environment are emphasized during each phase of the life cycle - infancy and early childhood, adolescence and young adulthood, middle adulthood, and the later years. Major theories to underpin assessment and interventions with individual and family client systems are presented, within the broader context of a systems approach. Prerequisite: PSY 2301. Concurrent enrollment: SWK 250.

## **COURSE OBJECTIVE(S):**

The goal of this course is to promote understanding of human behavior through two perspectives: (1) the social systems perspective in which human behavior occurs within the context of individual interactions with other individuals, families, groups, communities and organizations, and (2) the perspective of a dynamic process in which human needs, tasks, and milestones occur sequentially and predictably over an individual's life span. The objectives leading to this goal to include the following:

1. To introduce students to a system paradigm for incorporating knowledge, theories, and methodologies for practice with persons at different stages of life span development.
2. To assist students in synthesizing biological, psychological, and social interactions of individuals in the processes of human growth and development.
3. To identify the interdependence of individuals, families, groups, and organizations and communities on the processes of human growth and development.
4. To emphasize the impact of age, race, ethnicity, socioeconomic class, gender roles and sexual orientation on interactions within the environment.
5. To enhance students' awareness of social work values and ethics in relation to assessment and intervention strategies with diverse populations, especially populations at risk.
6. To assist students in analyzing the research base of theories and knowledge presented in the course content.

## **RELATIONSHIP TO OTHER COURSES:**

This HBSI I course serves as a foundation course in the program, and precedes HBSE II. This course builds upon the generalist social work foundation including SWK 225, Introduction to Social Work.

## **PROGRAM GOALS:**

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

## **CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

## Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the ten competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Associated practice behaviors assessed in this course are:

2.1.5.1 Understands the forms and mechanisms of oppression and discrimination

2.1.7.2 Critique and apply knowledge to understand person and environment

# Course Structure

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## Texts and Associated Materials

**Required Texts:** Zastrow, C. & Kirst-Ashman, K. (2016). *Understanding human behavior and the social environment* (10th Ed.). Boston, MA: Cengage Learning.

## Overview of Course Assignments

### POLICY ON DUE DATES:

All assignments are due AT THE BEGINNING OF CLASS. No Late work will be accepted. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due. You will also need to bring a hard copy to class with you the next time you are in class.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of examinations.

All written assignments should be APA format including typed (12-point font), double-spaced, with one inch margins, a title page, reference page, correct citations, and stapled. Please make sure your papers have been spell-checked and are free of grammatical errors.

Assignments/ Examinations	Description	Value (Points)
<b>Application of Developmental Theory</b>	The purpose of this assignment is to apply Erikson's theory of development to the adolescent stage of the student's development. Specific guidelines, outline and rubric will be provided.	100

Assignments/ Examinations	Description	Value (Points)
<b>HBSE Conceptual Paper</b>	The purpose of this assignment is to enable students to research a topic of interest related to the content in Chapters 5, 9, or 13 (i.e, ethnocentrism, racism, gender roles, sexism, homophobia, and sexual orientation). Students are expected to demonstrate the skills necessary for writing a basic research paper. Specific guidelines, outline and rubric will be provided.	100
<b>Examinations</b>	There will be 4 exams throughout the semester. Examinations will focus on pertinent information discussed in class, lecture materials and course readings. Exam questions will consist of short answer, multiple choice, and true/false. Specifics of each exam will be discussed in class prior to the examination date. There will be NO Make-Up Exams.	400
	<b>Total</b>	<b>600</b>

**Grading Scale:**

A= 90 - 100% of the total points

B= 80 - 89%

C= 70 - 79%

D= 60 - 69%

F= 50 – 59%

**Social Work Majors only:** Less than 70%: Student must retake the class.

**POLICY ON DUE DATES:**

No LATE work will be accepted. If assignments are to be submitted online, you will need to submit these within the designated timeframe.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of examinations. IF exams are offered online, you will need to take those within the designated timeframe

# Student Rights and Responsibilities

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"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

## **Student Rights**

### As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library - Room 132  
Phone (903)886-5150 or (903) 886-5853  
Fax 9903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## Students Responsibilities

### Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental 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 one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<b><u>Weekly</u></b> <b><u>(class meets</u></b> <b><u>1X week)</u></b>	<b><u>Up to 2</u></b> <b><u>absences: No</u></b> <b><u>Penalty</u></b>	<b><u>3 absences: 1</u></b> <b><u>letter grade drop</u></b>	<b><u>4 absences: Class grade of "F"</u></b>	
<b><i>Bi-Weekly</i></b> <b><i>(class meets</i></b> <b><i>2X week)</i></b>	<b><i>Up to 3</i></b> <b><i>absences: No</i></b> <b><i>Penalty</i></b>	<b><i>4 absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>5 absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>6 absences:</i></b> <b><i>Class grade of</i></b> <b><i>"F"</i></b>
<b><i>Summer 10-week</i></b>	<b><i>Up to 1</i></b> <b><i>absence: No</i></b> <b><i>Penalty</i></b>	<b><i>2 Absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>3 absences: Class grade of "F"</i></b>	

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
Microsoft® Edge	Latest	N/A

Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge,	Latest of all browsers, and

		Chrome, Firefox	Firefox ESR.
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- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
  
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
  
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
  
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
  
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



### System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

# Course Schedule

Weeks	Topics, Required Readings, and In-class Activities	Assignments/ Examinations	Due Dates
<b>1</b> 1/15 1/17	<p><b>Introduction and course overview:</b> discussion of syllabus; review of major assignments and grading policy; description of class structure and outline</p> <p><b>Required reading:</b> Syllabus</p> <p><b>In-class activities (1/15):</b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course overview presentation</li> <li>• Course expectations activity</li> <li>• Complete Self ID Form</li> </ul> <p><b>In-class activities (1/17):</b></p> <ul style="list-style-type: none"> <li>• Assign Team Memberships</li> <li>• Team Activity</li> </ul>		
<b>2</b> 1/22 1/24	<p><b>Topic:</b> Intro to Human Behavior and the Social Environment</p> <p><b>Required reading:</b> Chapter 1</p> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> </ul>		
<b>UNIT I: INFANCY AND CHILDHOOD</b>			
<b>3</b> 1/29 1/31	<p><b>Topic:</b> Biological Development</p> <p><b>Required reading:</b> Chapter 2</p> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> </ul>		
<b>4</b> 2/5 2/7	<p><b>Topic:</b> Psychological Development</p> <p><b>Required reading:</b> Chapter 3</p> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> </ul>		

<b>Weeks</b>	<b>Topics, Required Readings, and In-class Activities</b>	<b>Assignments/ Examinations</b>	<b>Due Dates</b>
<b>5</b> 2/12 2/14	<b>Topic:</b> Social Development <b>Required reading:</b> Chapter 4 <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> </ul>	<b>Exam 1: Chapters 2-4 (in-class)</b>	<b>Feb. 14</b>
<b>6</b> 2/19 2/21	<b>Topic:</b> Ethnocentrism, Racisms and other Isms <b>Required reading:</b> Chapter 5 <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> <li>• Team Application Activity</li> </ul>		
<b>UNIT II: ADOLESCENCE</b>			
<b>7</b> 2/26 2/28	<b>Topic:</b> Biological Development <b>Required reading:</b> Chapter 6 <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> </ul>	<b>Application of Developmental Theory (Submit in BrightSpace)</b>	<b>March 3, 11:59pm</b>
<b>8</b> 3/5 3/7	<b>Topic:</b> Psychological Development <b>Required reading:</b> Chapter 7 <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> </ul>		
<b>9</b> 3/12 3/14	<b>Topic:</b> Social Development <b>Required reading:</b> Chapter 8 <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> </ul>	<b>Exam 2: Chapters 6-8 (in-class)</b>	<b>March 14</b>
<b>SPRING BREAK March 18-22</b>			
<b>10</b> 3/26 3/28	<b>Topic:</b> Gender and Sexual Identities <b>Required reading:</b> Chapters 9 & 13		

<b>Weeks</b>	<b>Topics, Required Readings, and In-class Activities</b>	<b>Assignments/ Examinations</b>	<b>Due Dates</b>
	<b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> <li>• Team Application Activity</li> </ul>		
<b>UNIT III: YOUNG AND MIDDLE ADULTHOOD</b>			
<b>11</b> 4/2 4/4	<b>Topic:</b> Biological & Psychological Aspects  <b>Required reading:</b> Chapters 10 & 11  <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> </ul>		
<b>12</b> 4/9 4/11	<b>Topic:</b> Sociological Aspects  <b>Required reading:</b> Chapter 12  <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> </ul>	<b>Exam 3:</b> <b>Chapters 10-12</b> <b>(in-class)</b>	<b>April 11</b>
<b>UNIT IV: LATER ADULTHOOD</b>			
<b>13</b> 4/16 4/18	<b>Topic:</b> Biological & Psychological Aspects  <b>Required reading:</b> Chapters 14 & 15  <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> </ul>		
<b>14</b> 4/23 4/25	<b>Topic:</b> Sociological Aspects  <b>Required reading:</b> Chapter 16  <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Team Readiness Assessment</li> <li>• Lecture and Discussion</li> </ul>	<b>Exam 4:</b> <b>Chapters 14-16</b> <b>(in-class)</b>	<b>April 25</b>
<b>15</b> 4/30 5/2	<b>Topic:</b> Wrap-up & End of Term Course Assessment  <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• <b>Course Assessment</b></li> <li>• <b>Work on Conceptual Paper</b></li> </ul>	<b>HBSE</b> <b>Conceptual Paper</b> <b>(Submit in BrightSpace)</b>	<b>May 3,</b> <b>11:59pm</b>
<b>16</b> 5/6-10	<b>Finals Week</b>		