

# SYLLABUS

## SWK 311 – Human Behavior in the Social Environment II (Fall 2009)

**Prof. Melissa Villarreal**

Van Zoeren Office: 255B

Office Hours: Mondays – 10:00 A.M. to 12:00 P.M.; Wednesdays – 2:00 P.M. to 6:00 P.M.; or by Appointment

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### CLASS MEETING DATES

Class meets in Van Zoeren 240 on Tuesdays & Thursdays from 1:30 P.M. – 3:20 P.M. unless stated on the course outline.

### COURSE DESCRIPTION

This course will examine human behavior dynamics and provide a knowledge base upon which to build assessment skills, intervention skills and prevention skills necessary for generalist practice. This knowledge base will be achieved through identifying biological, psychological, and socio-cultural variables, which influence human development over the life cycle. The impact of the family, social groups, organizations, communities and society on individuals will also be discussed. This is a continuation of SWK 310.

### INSTRUCTIONAL METHODS

This course will incorporate a variety of teaching methods including brief lectures, discussions, audiovisual materials, small group exercises, role-play, a possible guest speaker. There is an expectation that you will attend class regularly, be prepared to discuss and analyze the readings and homework assignments and actively and verbally participate in the discussion, small group exercises, classroom presentation and other class activities.

### EVALUATION

1. Two (2) non-cumulative exam, in class exam	30%
2. One (1) presentation	20%
3. One (1) journal entry	10%
4. One (1) cumulative, in class final	30%
5. Class attendance and participation	+ 10%
	<u>100%</u>

All exams due dates will be announced at least 3 weeks before the due date. This gives us some flexibility on how long we take to cover some of the material. This syllabus is subject to change at the discretions of the professor.

### REQUIRED TEXT

Zastrow, C. & Kirst-Ashman, K. (2007). *Understanding Human Behavior in the Social Environment* (7<sup>th</sup> ed.). Chicago, IL: Nelson-Hall.

## CLASS POLICIES

1. Late assignments will lose 5 points for each week they are late up to 25 points.
2. Unexcused absences will decrease your attendance/participation grade by 5 points for each day absent.
3. This course has a zero tolerance policy for academic misconduct, which includes plagiarism (using another writer's words without proper citation), using a paper writing service or having someone else write a paper for you, submitting a single paper for credit in two different courses, or cheating on an exam by copying from someone else's paper, getting an advance copy of an exam or through using notes during an exam without permission. Academic misconduct will be dealt with on an individual basis.

## GRADING SCALE

94 – 100%	A	74 – 77%	C
90 – 93%	A-	70 – 73%	C-
88 – 89%	B+	68 – 69%	D+
84 – 87%	B	64 – 67%	D
80 – 83%	B-	60 – 63%	D-
78 – 79%	C+	< 60%	F

## COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Apply critical thinking skills within the context of professional social work practice. (Outcome measures: all exams, collaborative group and classroom discussions and activities, journal entries and presentation)
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (Outcome measures: all exams, class discussion and activities)
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Outcome measures: practice demonstration, collaborative group discussions, classroom presentation and all exams)
4. Understanding the forms and mechanisms of oppression and discrimination and apply the strategies of advocacy and social change that advance social and economic justice. (Outcome measures: all exams, journal entries, and many classroom activities)
5. Apply the knowledge and skills of generalist social work practice with systems of all sizes. (Outcome measures: all exams, class discussion, classroom presentation, and activities)

6. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (Outcome measure: all exams, collaborative group and classroom discussions and activities, and classroom presentation)
7. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (Outcome measures: all exams, class discussion and collaborative small group activities)
8. Use communication skills differentially across client populations, colleagues, and communities. (Outcome measures: class discussions, collaborative small group activities, journal entries, and classroom presentation)
9. Function within the structure of organizations and service delivery systems, seeking necessary organizational change. (Outcome measures: all exams and classroom discussions and activities)
10. Integrate Christian perspectives with the knowledge, skills and values of the social work profession. (Outcome measures: all written assignments, readings, and collaborative group activities)

## **THE LIBERAL ARTS FOUNDATION**

It is expected that each student will utilize and integrate conceptual and theoretical knowledge gained from their liberal arts foundation courses in their understanding of HBSE. The knowledge from previously taken natural and social science will help each student understand and assess individual and community influences on human behavior including vulnerable and oppressed populations. Foreign language, cultural history and language, religion and performing and fine arts will help students appreciate human diversity. Oral communication and writing skills and critical thinking that has been developed in the core courses in general, will be further developed through papers, class activities and exams.

## **SOCIAL WORK VALUES AND ETHICS AND THE CHRISTIAN PERSPECTIVE**

Social work is a discipline based upon particular value assumptions. It is expected that the student will isolate and analyze social and cultural values relative to human behavior in a social environment. You will have ample opportunity throughout the semester to learn and understand social work values; clarify your personal values; and examine your Christian perspective as they relate to ethical dilemmas, specific social work situations and professional values. This will be accomplished through class lecture and activities, case analysis and readings.

## **HUMAN DIVERSITY**

Respect for the uniqueness of individuals, their diversity and their right to self-determination will be further developed in this course. This will be accomplished through the analysis of diverse and oppressed populations and the macro and micro

influences on their behavior and be sensitive to the impact and consequences of oppression.

Your studies of foreign languages, the arts, sociology, political science, economics, psychology, and history offer insights into diverse populations, their cultural beginnings, how needs of diverse groups are or are not met, and how diverse individuals and groups may behave and function.

## **POPULATIONS-AT-RISK AND SOCIAL AND ECONOMIC JUSTICE**

Two professional foundation areas that will be covered in this course are at-risk populations and social and economic justice. In this course, at-risk populations will be discussed and examined with a focus on defining at-risk populations, understanding and assessing the system dynamics and institutions that encourage or perpetuate the risk and those that may reduce risk.

Essential to social work practice is to integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Examination of organizations, services and resources that empower at-risk groups and promote social and economic justice will also be undertaken.

## **HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

This course will provide the students with content on the reciprocal relationships between human behavior and social environments. This content will include empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. This course will review theories and knowledge of biological, sociological, cultural, and psychological development across the life span.  
life span.

## **AMERICANS WITH DISABILITIES ACT**

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. If you have questions, call Student Development at extension 7800.

## **COURSE OUTLINE**

**October 22**

**Introduction, Syllabus, & Field Placement Surveys**

**October 22, 27, 29,  
& November 3**

**Young and Middle Adulthood**

Affects of ageism, sexism, and racism, in the workplace  
Middle age and its effects  
Societal support systems for groups and families  
Genograms  
Organizations as social systems

Chemical substance use and abuse

**Readings:**

October 22 – Chapter 12

October 27 – Chapters 12 & 10

October 29 – Chapters 10 & 11

November 3 – Chapter 11

**November 5**

**CSWE Annual Conference – CLASS CANCELED**

**November 10**

***EXAM 1 (Chapters 10 – 12)***

**November 12, 17, & 19**

**Later Adulthood**

Societal health and economic security systems: Societal security for some and its impact on integrity vs. despair  
Health and well-being of the aged within diverse ethnic and minority groups

Role of the elderly in diverse groups

Ageism and racism: double discrimination

Patterns of informal support for the elderly among diverse groups

Meaning of and reaction to death among diverse groups

Elderly gays and lesbians

Gender factors

Community as the social system

Erikson's Developmental Theory

**Readings:**

November 12 – Chapters 14 & 15

November 17 – Chapter 15

November 19 – Chapter 16

**November 24**

***EXAM 2 (Chapters 14 – 16)***

**November 26**

**THANKSGIVING RECESS / NO CLASS SESSION**

**December 1**

***Written Assignment Due: Journal Entry (Genogram)***

**December 1 & 3**

**Gender Roles and Sexism**

Stereotypes

Sexual harassment

Rape and sexual assault

Date rape

Survivors' reactions to rape

Battered women

Possible speaker

**Group Work on Presentation**

**Reading:**

Chapter 9

**December 8**

***1<sup>st</sup> Set of Presentations***

- 1) 1:30pm – 1:55pm (Chapters 1 & 5)
- 2) 2:00pm – 2:25pm (Chapters 2 – 4)
- 3) 2:30pm – 2:55pm (Chapters 6 – 8)

**December 10**

***2<sup>nd</sup> Set of Presentations***

- 1) 1:30pm – 1:55pm (Chapters 10 – 12)
- 2) 2:00pm – 2:25pm (Chapters 14 – 16)

**December 10**

***A Optional Extra Credit Written Assignment Due:  
Violence against Women and/or Men***

**December 17**

***FINAL EXAM @ 12:30pm – (Chapters 1 – 12 & 14 – 16)***

**PRESENTATION** (four to five individuals per group)

Assignments will be determined by lottery. Review and demonstrate your understanding of your assigned chapters as accurately as possible. You may role-play and/or use a video in your presentation that will assist you and your classmates in preparing for the final. You may dress for the part and/or bring in visuals (i.e., posters). You must take approximately 20 – 25 minutes per presentation. Each member of the group must turn in a one page summary report of the presentation that specifically states your responsibilities in preparing for the presentation. You will be graded individually based upon presentation/team work; paper; creativity; and preparation, organization, and accuracy of the social work field of practice.

**AN OPTIONAL EXTRA CREDIT WRITTEN ASSIGNMENT**

Written assignment must be three to five pages in length, double-spaced. It will be graded on originality, format, style, spelling, organization, grammar and professional presentation.

Locate a local, state, or national newspaper or magazine article addressing sexual or domestic violence against women and/or men.

**Requirements**

- 1) Provide a short summary of the article.
- 2) Discuss your reactions and thoughts about the incident.
- 3) Connect the readings, presentation, handouts, and classroom lectures to the article.

**Suggested Topics**

- 1) Reflect and connect your experiences of or knowledge of sexual or domestic violence.
- 2) Consider the statistics and propose solutions to the problem of decreasing sexual harassment, sexual assault, and/or domestic violence.

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