

Course Title/Number	SWK 511 Foundations of Human Behavior and Social Environment
Semester/Year	Fall 2016
Days/Time	
Location	
Instructor	
Office	
Phone	
E-Mail	
Office Hours	
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/ . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

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Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment.

Course Description from Catalogue

This is the first in a sequence of two courses designed to develop the practice knowledge and skills necessary for MSW students to begin professional social work practice. The purpose of this course is to provide an overview of Generalist Practice.

Grading Scale

QUIZZES 1-4	40
GROUP THEORIST ASSIGNMENT	50
ATTENDANCE AND PARTICIPATION	10
EXTRA CREDIT CRITICAL THINKING ASSIGNMENT	10

NOTE: All assignments must be completed or an F may be received for the course. A grade of C or above is required on the Social History – I will work with any student whose paper is not at least of C quality to assist in bringing it to that level.

Grading Scale:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 – below	F

Methods of Instruction

Discussion; in-class and assigned activities; lecture; audio-visual materials; assigned readings, and Blackboard.

Course Objectives and Student Learning Outcomes

Course Student Learning Outcomes	How Practiced in this course	How assessed in this course
To identify the biological and environmental processes of human development and behavior from prenatal period through adolescence in the context of a multicultural society and from an intergenerational perspective. Students will be able to apply knowledge of the human condition to understanding of the person and environment. (competencies 4, 7, 10)	Lecture, readings, class discussions and activities, social history assignment, multicultural/international assignment.	measured by exams, social history assignment, case examples
To respect and identify the influence of ethnic and cultural diversity including Appalachian culture, race, gender, class, religion, political orientation, physical and mental capacity, and sexual orientation on human development through adolescence. Students will thus be able to engage diversity and difference in practice. (competencies 4, 7, 10)	Lecture, readings, class discussions and activities, social history assignment, multicultural/international assignment.	measured by multicultural assignment, social history, international assignment, analysis of case examples, exam questions

<p>To use theoretical frameworks to describe and analyze the interactions among individuals and between individuals and social systems (i.e. families, groups, organizations, and communities). Students will be able to apply theory to practice with all size systems. (competencies 3, 7, 10)</p>	<p>Lecture, readings, class discussions and activities, social history assignment, multicultural/international assignment.</p>	<p>Measured by exam questions, case examples.</p>
<p>To identify forms, mechanisms, and consequences of oppression and discrimination. Students will be able to engage in practice that promotes human rights and social justice. (competencies 4, 9, 10)</p>	<p>Lecture, readings, class discussions and activities, multicultural/international assignment.</p>	<p>measured by exam questions, critical thinking papers, multicultural assignment</p>
<p>To identify and resolve values and ethical issues related to human development in the social environment. (competency 2)</p>	<p>Lecture, readings, class discussions and activities</p>	<p>measured by class discussion of case examples and ethical dilemmas and exam questions</p>
<p>To apply knowledge and theory of human development to social work practice. (competencies 3, 7, 10)</p>	<p>Lecture, readings, class discussions and activities, social history assignment</p>	<p>measured by case examples, exam questions</p>
<p>To improve writing skills and to utilize critical thinking in evaluating research and theory related to human development. (competencies 3, 6, 9)</p>	<p>Lecture, readings, class discussions and activities, social history assignment, critical thinking papers</p>	<p>measured by critical thinking papers, social history, writing assignments, and exam questions</p>

Text:

Zastrow, C., & Kirst-Ashman, K., (2010). Understanding human behavior in the social environment. (7th Ed.). Brooks/Cole: Belmont, CA.

Note: Some materials used for this class may be copyrighted.

SUPPLEMENTAL READINGS

Throughout the syllabus there are articles either from books or journals that have been identified to supplement the textbook readings. It is the student's responsibility to access

these articles independently. For assistance, the MU Library resources are available. Please contact the library for assistance.

Course Requirements/Assignments/Due Dates

1. Students will read the text and other assigned materials.
2. Students will complete one (1) critical thinking writing assignment related to oppressed populations who are often blamed for their oppression. (related to competencies 1, 2, 3, 4, 5, 6, 7, 9, 10; practice behaviors 5, 7, 11, 14, 15, 16, 18, 21, 22, 23, 24, 27, 29).
3. Students will complete a social history/case assessment. Assignment guidelines will be distributed and explained in class. (Competencies 1, 3, 7, 10; practice behaviors 3, 13, 16, 17, 23, 24, 29, 30, 32, 33).

ASSIGNMENTS AND POINTS

EVALUATION OF LEARNING AND GRADING: Achievement of objectives will be measured as follows:

1. **There will be four quizzes**, each valued at **10** points for a total of 40 points of the semester grade.
 - a. **Quiz 1.** On Infancy and Childhood/Ethnocentrism
 - b. **Quiz 2.** On the Biological Aspects Adolescence.
 - c. **Quiz 3.** On Psychological Development in Adolescence TBA
 - d. **Quiz 4.** On Social Development in Adolescence TBA
2. **Group Theorist Assignment (50 points).**
 - a. Students will be divided up into groups.
 1. Groups will be assigned a theorist who contributed to the literature on child development.
 2. Groups will research the theorist – early childhood, academic history, and major influences on the theorist' life.
 3. Groups will write a 7-10 page paper on these aspects of the theorist' life.
 4. Groups will present a PowerPoint presentation about their findings by the end of class.

Group Presentation Dates:

- b. November 13- Groups 6 and 5
- c. November 20- Groups 4 and 3
- d. December 4- Groups 2 and 1

3. **Critical Thinking Paper: (10 points extra credit):**

In 1971, William Ryan wrote a widely referenced textbook entitled “Blaming the Victim.” In his text, Ryan examined several economic and social situations in

which the victims are blamed by society for their predicament. According to Ryan, this was accomplished through identification of the problem such as poverty, and thus selecting specific groups of people, such as urban blacks, Hispanics (legal or illegal), etc. This “victimization” of certain segments of our population enforced the folklore of cultural deprivation, illegitimacy, minorities, learning to be poor, slums, suburbs and subsidies, riots, raids and repression, and money, power, and social change.

In today’s social order of political, economic, and philosophical turmoil, “Blaming the Victim” is, unfortunately, a common occurrence. Choose one of the following topics for your scholarly paper (or a group or segment of our society that you are particularly interested in): Living in poverty, homeless, gay and or lesbian issues, mental disorders, teen pregnancy, the elderly etc.

After you choose a topic write a five page paper on why various groups and certain systems in our society often lay the blame on the victims. Using current research, your paper should have at a minimum five citations.

This written assignment will be evaluated on meeting all of the aforementioned objectives of the assignment. Your paper is expected to be prepared using the manuscript rules delineated in the American Psychological Association (APAP Publication Manual 6th Edition. The home page for the APA manual is located at <http://www.apastyle.org>. Reference pages are not included as a part of the five pages of text. Papers should use a print size of “12” font, be double-spaced and have one inch margins on the left and right, top and bottom.

The final course grade will be based on the total number of points accumulated by the student on assignments, attendance, participation, and quizzes/exams. Attendance is required at group meetings. The instructor will post information about group meetings on the Course Blackboard site. The instructor will also email students about group meetings. Students are required to attend the group meetings just as they would class. If a student cannot attend one of the assigned meetings, the student will email other members of their group and the instructor to inform them of their absence. Attendance and Participation points will be counted into the group meetings.

Course Outline

The following is a tentative schedule subject to change.

Introduction and Overview

Outcome: The student will identify the purpose of the course, the person in environment perspective, the reasons and methods for studying lifespan development from a multi-cultural, multi-systems, intergenerational perspective, and elements of critical thinking.

- Introduction to course, “Human Treasure Hunt” activity
- Review of course assignments, relevance of biology, sociology, psychology to course, discussion of critical thinking (this will be integrated throughout course in discussions and assignments)
- Personhood activity, Lifespan activity, strengths perspective, risk and protective factors and empowerment.
- Readings: Zastrow & Kirst-Ashman text, Chapter 1.

Module 1: Biological, Psychological, and Social Development in Infancy and Childhood: Ethnocentrism and Racism

1. Human development I infancy and childhood
2. Bonding after birth: Attachment as a central issue in early life
3. Early brain and sensory development, motor skills
4. Emotional development
5. Psychodynamic theory and ego psychology
6. Psychoanalytic theory and social work
7. Periods of development and Piaget’s theory
8. Emotional development
9. Cognitive, physical and learning disabilities
10. Behavioral theory & behaviorism
11. Impact of life events and use of reinforcement
12. Family and siblings
13. Ethnocentrism, racism, stereotyping, discrimination, oppression, and cultural diversity.
14. Pre natal factors in development
15. Infertility, ethical dilemmas, abortion,
16. Substance abuse, social histories
17. Multicultural and International assignments complete – discuss in class
18. Child maltreatment and human rights related to children – including WV statistics and child welfare organizations

Readings:

Zastrow & Kirst-Ashman, Chapters 2-5

Almgren, G.I., et al. (2002). Beyond welfare or work: Teen mothers, household subsistence strategies, and child development outcomes. *Journal of Sociology and Social Welfare*, 29(3), 125-149.

Horwitz, S. M., et al. (2003). Language delay in the community cohort of young children. *Journal of the American Academy of Child and Adolescent Psychiatry*, 42(8) 932-940.

- a. "Yankee in Appalachia" from Psychiatrist on the Road (Climo).
- b. VIDEO: Big Mama
- c. Disability (video: *Crip Culture* or *When Billy Broke His Head*)

Outcome: The student will identify how knowledge of developmental milestones and experiences, family systems, group dynamics, diversity, and social problems and policy (including the way social systems promote or deter the achievement of health and well-being), is applied in social work practice. The student will distinguish, appraise, and integrate multiple sources of knowledge in understanding human behavior and social work roles. The student will be able to apply learning theory to practice. The student will be able to recognize and communicate their understanding of the importance of difference in shaping life experiences. Human diversity content will be integrated (i.e. ethnic & cultural differences in families, feminist perspectives, disability, gender role socialization, cultural context and education/child rearing)

Module 2: Adolescence Chapters 6-9

- . Adolescence – biological development – integration of diversity content (gender, diversity related to drug and alcohol use and sexual activity, WV statistics)
 - o Adolescence – identity formation in context of race, culture and ethnicity; moral development theories; empowerment and adolescents who are gay or lesbian; faith/spirituality development; suicide (including WV statistics) and adolescent Hispanic females
 - o Adolescence: eating disorders, emotional and behavioral issues, application of cognitive theories, macro perspectives
 - o Review for exam

Readings:

Zastrow & Kirst-Ashman, Chapters 6-9

Everall R. D. Bostick, K.E., & Paulson, B. L. (2005). I'm sick of being me: Developmental themes in a suicidal adolescent. *Adolescence*, 40(160). 693-708.

DeHaan, L.G., et al. (1998). The relationship of individual and family factors to the psychological well-being of junior high school students living in urban poverty. *Adolescence*, 33(129), 73-89.

Guo, G. (1998). The timing of the influences of cumulative poverty on children's cognitive ability and achievement. *Social Forces*, 77(1) 257-287.

Outcome: The student will be able to describe the developmental processes in adolescence and identify the ways social systems promote or deter adolescents in maintaining or achieving health and wellbeing. The student will be able to apply knowledge to social work practice

NOTE: All assignments must be completed or an F may be received for the course.

Class Participation Scale

All Points

Frequent, relevant and appropriate comments that reflect preparation, understanding and thought. Responses are supportive of other students' learning and leadership is evident. Respectful of the values and contributions of others. (Highest)

Four Points

Occasional, relevant and appropriate comments that reflect preparation, understanding and thought. Obvious attempts for growth in this area. Responses are supportive of the other student' learning. Reflects good listening skills. Respectful of the values and contributions of others.

Three Points

Passive or no response, relevant and appropriate comments that reflect preparation, understanding and thought only. Responses are supportive of other students' learning. Reflects good listening skills. Respectful of the values and contributions of others.

Two Points

Infrequent relevant comments generally reflect either a lack of or inappropriate preparation, understanding or thought. Overall lack of attention or respect to other students and speakers. Poor listening skills. Generally lack of respect for others' values and contributions.

Zero or One Point

No initiative, irrelevant comments, which reflect total lack of preparation, understanding or thought. Insensitive and disrespectful of other students and their learning processes. Participation at the 'F' level, refusal to participate or interference in class assignments may result in an "F" grade as determined by the professor. Evaluative criteria include: The NASW Code of Ethics; the Student Handbook; coordination with the social work department; the class syllabus; and the professional judgment of the faculty.

Attendance/Participation Policy

Participation in class discussion is a vital part of the learning process and is graded on both in-class and group assignments. Everyone has something to contribute. It is important that you attend class, not only so that you can learn from others, but that other students can benefit from your input. Your presence and contribution to the educational experience of others is very important. Therefore, attendance and participation is built into the grading system. Attendance and participation are worth 10% of the grade.

Each unexcused class hour missed results in point deduction. Excessive unexcused absences may result in an “F” for the course. This is generally considered 6 or more hours of class time. Participation is also calculated into the 10% based on relevant, appropriate comments/participation that reflect preparation, understanding, and critical thinking; and are supportive of other students’ learning and respectful of the values and contributions of others.

According to the APA Manual, professionals “...do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text” (APA Manual, 2010, p. 15).