



**Angelo State University
Department of Social Work**

SWK 6311-010: Human Behavior in the Social Environment I

Course Dates, Meeting Times, and Room Location

Fall Semester, 2019
Online Course

August 26th, 2019 through December 13th, 2019

Instructor Contact Information

Christopher M. Shar, Ph.D., M.S.W., M.S.
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Office Hours for Fall Semester of 2019

Mondays – 3:00 p.m. to 5:00 p.m.
Tuesdays and Thursdays – 9:30 a.m. to 10:30 a.m.

Wednesdays and Fridays – 10:00 a.m. to 12:00 p.m.
Other times by appointment

Course Description

This foundational explores the social science approach to understanding of human behavior from a developmental life cycle perspective. Major societal systems examined in this course range from the individual and group through organizational and community. Diversity issues of special interest within each of the identified systems include race, ethnicity, class, sexual orientation, and culture.

Student Learning Outcomes and Course Competencies: Social Work Knowledge, Values, and Skills

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and

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tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings in effective practice.

Course Materials

Required Texts

Hutchinson, E. D. (2019). *Dimensions of human behavior: The changing life course* (6th ed.). Thousand Oaks, CA: Sage. ISBN: 978-1-5443-3934-4 (E-book also available)

Robbins, S., Chatterjee, P., Canda, E., & Leibowitz, G. (2019). *Contemporary human behavior theory: A critical perspective for social work practice*. New York, NY: Pearson. ISBN: 978-0-1347-7926-3 (E-book also available)

Recommended Text

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA. ISBN: 978-1-433-80561-5

Nota bene: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.). All students are expected to familiarize themselves with APA style and formatting guidelines and seek assistance from the instructor and the University Writing Center for reinforcement.

Testing-related Materials

Access to a computer with Mac or Windows operating system and a connected, functioning webcam:
Students who do not have access to computers with the required operating system and/or a webcam may use computers on campus (e.g., in computer labs or the library).

High-speed Internet AND an Ethernet cable: To prevent disrupted Internet connectivity, it is HIGHLY RECOMMENDED that you use an Ethernet cable connected directly to the wireless router when taking exams. Wireless access sometimes loses its Internet connectivity. If your connection drops, you will be unable to complete the exam. You (not the technology) are responsible if you are unable to complete the exam in such circumstances.

RespondusMonitor and LockDown Browser Software: Quizzes and exams can only be accessed through the LockDown Browser and RespondusMonitor software which are free and available through the Blackboard Technology Support tab in the upper right-hand corner of the Blackboard homepage.

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Students who have not used this software in prior ASU courses are advised to ensure familiarity and access prior to graded quizzes and exams by accessing the two practice quizzes that are available: a) one is a webcam test, and b) the other is a short 10 question practice quiz on ASU trivia. Neither of these count toward your grade in the course. The practice quizzes may be found with instructional videos and more information under the RespondusMonitor tab within the Blackboard list of course resources.

If you encounter technical problems associated with accessing or while taking a test (e.g., webcam, browser, or Internet difficulties), you should first contact the IT department at (325) 942-2911. You should not count upon instructor intervention or immediate resolution of all technical issues, so all students are encouraged to avoid waiting until the deadline to complete any quizzes or exams.

Websites of Possible Interest Related to Class

National Association of Social Workers – Code of Ethics

<https://www.socialworkers.org/about/ethics/code-of-ethics>

Texas Occupation Code, Chapter 505 – Social Workers (Social Work Practice Act)

<https://texas.public.law/statutes/tex.occ.code.title.3.subtitle.i.chapter.505>

Texas State Board of Social Worker Examiners – About the Profession: Scope of Practice

https://www.dshs.state.tx.us/socialwork/sw_scope.shtm?terms=social%20work%20scope%20practice

Grading Information

Grading Scale

90 – 100	=	A	60 – 69	=	D
80 – 89	=	B	59 and Below	=	F
70 – 79	=	C			

Point Values and Descriptions of Course Assignments and Graded Materials

Rubrics for grading can be found on the Blackboard course website.

<i>Class Activities and Discussion Sessions</i>	25%
<i>Diversity and Social Work Values/Ethics Paper</i>	25%
<i>Case Study</i>	30%
<i>Quizzes</i>	20%
Total	100%

* Please take note that **DISCUSSION BOARD POSTS** and **PEER RESPONSES** are due by **11:59 p.m.** on the date due while **ALL OTHER MATERIALS** (i.e., quizzes and assignments) are due by **6:00 p.m.** on the date due. Also note that email submissions for assignments will not be accepted – **ONLY BLACKBOARD SUBMISSIONS** will be accepted and graded.

Discussion Boards

25%

Students will participate in weekly discussion sessions providing them opportunities to develop critical thinking skills, practice rapport-building abilities, develop professional identities, and engage in assessment of individuals and families. Students will post a weekly response and will provide meaningful feedback to each member of the discussion group. Length of responses is dependent on the weekly topic and student’s ability to synthesize readings and personal knowledge into a substantive reaction.

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Individual discussion posts **must include at least two citations of the text and/or outside material** (with necessary references provided) and address the topic at hand. Responses to peers **must include at least one citation of the text or outside material** (with necessary references provided) and specifically refer to particular aspects of a peer's post. Individual posts will be due on the Tuesday of each week and responses will be due on the Thursday of each week. Late posts and responses will not receive full credit. All posts **must be received via BLACKBOARD by 11:59 p.m.** on the due date assigned.

Diversity and Social Work Values/Ethics Paper

25%

Students will write a short paper detailing **at least two (2) experiences of working and interacting with persons of a different race, ethnicity, ability, sexual orientation, or other characteristic of diversity.** The following items should be addressed in each detailed experience:

- Description of the experience from **your own perspective**
- **Information learned** from the experience
- Discussion of **how the experience impacted your view** of persons that differ from you
- **Specific values, principles, and guidelines** from the NASW Code of Ethics that relate to human diversity and the dignity and worth of all persons

The paper should be **five (5) to seven (7) pages of body text** (i.e., excluding the title and reference pages) and written according to the formatting and style guidelines of the APA 6th edition publication manual. **At least three (3) scholarly resources** must be incorporated into the paper. **At least two (2) of these sources must be peer-reviewed journal articles.** Other sources may include government reports, demographic information, statistical census information, and similar resources. Each of the items must relate to your experience in working or interacting with persons that differ in diversity characteristics. This paper **must be received via BLACKBOARD submission by 6:00 p.m.** on the due date assigned.

Case Study

30%

Students will write a case study on a child, young adult, midlife adult, or an older adult. Apply **three (3) theories and five (5) concepts from the chapters in the Hutchinson text on the life stage** targeted for case study analysis. The following information should be included in each paper.

- Detailed discussion of **specific theories and concepts while providing examples** of how the client demonstrates each theory, concept including characteristics of diversity such as race, ethnicity, national origin, social class, religion, physical and mental ability, and/or sexual orientation
- Description and illustration of **the ways particular social systems promote or obstruct the achievement and maintenance of health and well-being** for the particular individual being discussed in the case study
- Listing of **biological aspects** of the targeted life stage, including physical changes that theoretically occur
- Listing of **psychological aspects** of the targeted life stage, including personality changes that theoretically occur
- Listing of **social aspects** of the targeted life stage, including societally-related changes that theoretically occur
- Listing of **spiritual aspects** of the targeted life stage, including the grief and dying process **when appropriate**

The paper should be **at least 8 pages of body text** (i.e., excluding title and reference pages) and written according to the formatting and style guidelines of the APA 6th edition publication manual. **At least six (6) scholarly resources** must be incorporated into the case study. **Two (2) of these resources must be peer-reviewed journal articles published in the past five (5) to seven (7) years.** Other sources may include the course textbooks, government reports, demographic information, statistical census information, and other such resources. This paper **must be received via BLACKBOARD submission by 6:00 p.m.** on the due date assigned.

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Quizzes**20%**

There will be **seven (7) timed examinations** for this course. Each examination will be based on the textbook as well as any other class materials that have been assigned and/or used. **You may not use notes, PowerPoint lecture slides, or other materials when taking the exam.** RespondusMonitor and LockDown Browser software will be used to administer each examination.

Please note that quizzes are **due by the time stated on the syllabus**. This means that quizzes submitted after the time due will be late and **no points will be earned** (i.e., a zero grade). For safety's sake, do not wait until the hour before the quiz is due to begin the quiz. Technical difficulties **will not excuse** a missed deadline.

Course Policies

- Please ask questions and utilize my office hours when you have questions or concerns. **I am here to help you and I want you to succeed.** I will be much more amenable to working with individuals who are proactive and seek out assistance **BEFORE** problematic situations occur.
- Course participation is **necessary and expected**. Graduate students are held to a higher level of expectation and performance by faculty. This course requires all students to participate in all aspects of the course. **Non-participation and routine lateness (regardless of reasoning) will negatively affect your final grade.**
- Make-up examinations and acceptance of late work **may be considered when discussed with the instructor and approved by the instructor prior to the date due on a case-by-case basis** and will only be allowed for approved absences.
- **Students are responsible for understanding what constitutes academic misconduct and its penalties,** which are available on the Angelo State University website at <https://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php>. Graduate social work students must also abide the **National Association of Social Workers' Code of Ethics** found at <https://www.socialworkers.org/about/ethics/code-of-ethics>.

Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of services, program, or activities of the university or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such as request by contacting an employee of the Office of Student Affairs in the Houston Harte University Center, Room 112, or by contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodations requests is Ms. Dallas A. Swafford, Director of Student Disability Services.

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Title IX

ASU is committed to the safety and security of all students. If you experience or someone you know experiences sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU's Title IX Coordinator, Michelle Nicole Boone, J.D., Director of Title IX Compliance at 325-486-6357 and michelle.boone@angelo.edu.

Incomplete Grade Policy

It is ASU policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information at <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU. The Archer College of Health and Human Services adheres to the Statement of Academic Integrity found online in the student handbook at <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy in the student handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc. and presenting it as one's own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without the use of quotation marks and a citation of the quotation's source. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via computer software (such as TurnItIn). Resources regarding this policy are available at the ASU Writing Center, located in the Library, Room 324.

Other General Policies Related to This Course

All students are required to follow the policies and procedures presented in the following documents found online on the ASU website: The Angelo State University Student Handbook (at <https://www.angelo.edu/student-handbook/>) and the Angelo State University Catalog (at <https://www.angelo.edu/catalogs/>).

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Weeks of the Semester & Dates of Classes	Class Themes and Homework Readings Due
Week 1 – 8/26 to 8/30	<p>Introduction to Human Behavior in the Social Environment</p> <p>Read: Syllabus; Chapter 1 in Hutchinson and Chapter I in Robbins, Chatterjee, Canda, and Leibowitz</p> <p>Due: Discussion boards – Introduction post due on 8/27 by midnight and initial responses to peers due on 8/29 by midnight</p>
Week 2 – 9/2 to 9/6	<p>Systems and Conflict Theories</p> <p>Read: Chapters 2 and 3 in Robbins, Chatterjee, Canda, and Leibowitz</p> <p>Due: Quiz # 1 due on 9/7 by 6:00 p.m.</p>
Week 3 – 9/9 to 9/13	<p>Theories of Empowerment and Social Capital</p> <p>Read: Chapter 4 in Robbins, Chatterjee, Canda, and Leibowitz</p> <p>Due: Discussion boards – Student discussion post due on 9/10 by midnight and peer responses due on 9/12 by midnight</p>
Week 4 – 9/16 to 9/20	<p>Feminist Theory and Theories of Assimilation, Acculturation, Bicultural Socialization, and Ethnic Minority Identity</p> <p>Read: Chapters 5 and 6 in Robbins, Chatterjee, Canda, and Leibowitz</p> <p>Due: Quiz # 2 due on 9/21 by 6:00 p.m.</p>
Week 5 – 9/23 to 9/27	<p>Psychodynamic Theory</p> <p>Read: Chapter 7 in Robbins, Chatterjee, Canda, and Leibowitz</p> <p>Due: Discussion boards – Student discussion post due on 9/24 by midnight and peer responses due on 9/26 by midnight</p> <p>Assignment – Diversity Experience and Social Work Values/Ethics paper due on 9/28 by 6:00 p.m.</p>
Week 6 – 9/30 to 10/4	<p>Theories of Life Span Development</p> <p>Read: Chapter 8 in Robbins, Chatterjee, Canda, and Leibowitz</p> <p>Due: Quiz # 3 due on 10/5 by 6:00 p.m.</p>

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Weeks of the Semester & Dates of Classes	Class Themes and Homework Readings Due
Week 7 – 10/7 to 10/11	<p>Theories of Cognitive, Moral, and Faith Development</p> <p>Read: Chapter 9 in Robbins, Chatterjee, Canda, and Leibowitz</p> <p>Due: Discussion boards – Student discussion post due on 10/8 by midnight and peer responses due on 10/10 by midnight</p> <p>Note: Dr. Shar will be at the NASW Conference in Galveston, Texas from 10/3 through 10/5 and may not be immediately available</p>
Week 8 – 10/14 to 10/18	<p>Symbolic Interactionism, Phenomenology, Social Constructionism, and Hermeneutics</p> <p>Read: Chapters 10 and 11 in Robbins, Chatterjee, Canda, and Leibowitz</p> <p>Due: Quiz # 4 due on 10/19 by 6:00 p.m.</p>
Week 9 – 10/21 to 10/25	<p>Behaviorism, Social Learning Theory, Exchange Theory, and Transpersonal and Integral Theories</p> <p>Read: Chapters 12 and 13 in Robbins, Chatterjee, Canda, and Leibowitz</p> <p>Due: Discussion boards – Student discussion post due on 10/22 by midnight and peer responses due on 10/24 by midnight</p>
Week 10 – 10/28 to 11/1	<p>Application of Theories</p> <p>Read: Chapter 14 in Robbins, Chatterjee, Canda, and Leibowitz</p> <p>Due: Quiz # 5 due on 11/2 by 6:00 p.m.</p>
Week 11 – 11/4 to 11/8	<p>Conception to Toddlerhood</p> <p>Read: Chapters 2 and 3 in Hutchinson</p> <p>Due: Discussion boards – Student discussion post due on 11/5 by midnight and peer responses due on 11/7 by midnight</p>

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Weeks of the Semester & Dates of Classes	Class Themes and Homework Readings Due
Week 12 – 11/11 to 11/15	Early to Middle Childhood Read: Chapters 4 and 5 in Hutchinson Due: Quiz # 6 due on 11/16 by 6:00 p.m.
Week 13 – 11/18 to 11/22	Adolescence to Young Adulthood Read: Chapters 6 and 7 in Hutchinson Due: Discussion boards – Student discussion post due on 11/19 by midnight and peer responses due on 11/21 by midnight Assignment – Case Study due on 11/20 by 6:00 p.m.
Week 14 – 11/25 to 11/29 <i>Due to the Holiday, please take note of the change of due date for the peer responses.</i>	Middle Adulthood Read: Chapter 8 in Hutchinson Due: Discussion boards – Student discussion post due on 11/26 by midnight and peer responses are due on 11/30 by midnight
Week 15 – 12/2 to 12/6	Late and Very Late Adulthood Read: Chapters 9 and 10 in Hutchinson Due: Quiz # 7 due on 12/7 by 6:00 p.m.
Finals Week – 12/9 to 12/13	Finals Week Read: Christmas Cards Due: Last Minute Shopping

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