**UTA School of Social Work**

**Name:** Craig Nagoshi **SOCW3301-002**  **Fall 2014**

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**Human Behavior and Social Environment I**

**Tuesday & Thursday 2:00-3:20 Room: Social Work Complex A217**

**Description of Course Content**

Exploration of behavioral and social science knowledge of human behavior and development through the life course. Examines major systems in society: individual, group, family, and community; and the diversity of ethnicity, race, class, sexual orientation, and culture.

## CSWE, EPAS Content Policy: Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

1. **Course Description**

**Undergraduate Catalog:** One of three required human behavior courses that explores, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons and families from birth through death.

The Council on Social Work Education (CSWE) requires that social work students attain knowledge in the Human Behavior and the Social Environment (HBSE) foundation courses on the bio-psycho-social development of individuals and the range of social systems in which individuals live. It is the intent of this course to provide some of this knowledge.

This course, Human Behavior and the Social Environment II (HBSE SOCW 3302) is one of three required human behavior (HBSE) courses in the BSW Program. The other courses are Human Behavior and the Social Environment I (HBSE SOCW 3301) and Human Behavior and Diverse Populations (SOCW 3317).

This course explores the behavioral and social science knowledge related to the development of individuals and families through the life course (e.g., biological and social research evidence and the theories of Freud, Erikson, Piaget, and others). In addition, theoretical perspectives that facilitate understanding of human behavior (e.g., Cognitive Theory, Feminist Theory, Social Learning Theory, Dynamic Systems Theory, the Ecosystems Perspective, and others) will be explored. Students will explore (a) the role that culture and cultural identity play in human development and norms of behavior; (b) relevant concepts of genetics and neurobiology to facilitate understanding of human functioning at the biological level; and (c) the diversity of views which facilitate the professional social worker's understanding of class, culture, diversity, ethnic identification, oppression, populations-at-risk, race, sexual orientation, social and economic justice.

**Liberal Arts Perspective**. This perspective is demonstrated in the concentrated focus on the person-environment context and diverse groups of persons, the requirement of understanding one's cultural heritage and that of persons from other cultures, and the advancement in one's methods of thinking about and critiquing systems of inquiry about human behavior.

**Vertical and horizontal links to curriculum.** Vertically, this course lays a key piece of the foundation for advanced courses in the curriculum. We will look at the interaction of persons, social policies, community development, research, and practice. Horizontally, the course intersects with every course taught at UTA. There is no subject that does not address individuals and the systems in which they operate.

1. **UTA-School of Social Work: Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149).

…..the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al. (2005).

The UTA SSW vision statement states that the “School’s vision is to promote social and economic justice in a diverse environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

**UTA-School of Social Work:** Accepts the **Definition of Empowerment** asdefined by Barker (2003:142) as follows:

In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

**Competency-based Performance Outcomes:**

By the end of the semester, students should be able to demonstrate the following practice behaviors, comprised of knowledge, values, and skills

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
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.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. 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.

**Graduates will engage in life-long learning and activities to update and improve professional knowledge and skills.**

This course relates to and advances the program objectives by providing HBSE course content in the knowledge base and theories on human development of persons and families across the life span and across diverse environmental contexts.

A. Apply bio-psycho-social development of individuals across the life course and as they live in families, groups, organizations, social institutions, and communities.

B. Apply evidence and theoretical frameworks for understanding human development and

the interactions among various systems and between individuals and social systems.

C. Analyze the effect of social systems on human behavior as well as the impact of human

behavior on various social systems.

D. Recognize ways social systems promote or block the achievement and maintenance of optimal health and well-being. Strength's based and empowerment-based

approaches will be emphasized for the promotion of these goals.

E. Synthesize ways of evaluating theories, and their application to client situations. This

will include identification of traditional and alternative assessment approaches and

application of course content to practice, including clinical, community, and social

welfare policy and services.

F. Recognize content on the promotion of social and economic justice (understanding the dynamics and consequences of human oppression and discrimination across the life span).

1. Recognize populations-at-risk (patterns and dynamics of discrimination, economic deprivation, and oppression on groups distinguished by age, ethnicity, class, sexual orientation, religion, and physical or mental ability and the impact of discrimination, economic deprivation, and oppression upon bio-psycho-social development in members of these groups).

H. Apply content on diversity, including the differences and similarities in experiences,

needs, and beliefs in groups distinguished by race, ethnicity, culture, class, gender, sexual

orientation, religion, physical or mental ability, age, and national origin.

1. Apply values and ethics regarding bio-psycho-social theories and developmental

evidence. Students are to develop awareness of their personal values and clarify

conflicting values and ethical dilemmas about course content.

1. **Performance Measures.**

By the end of the semester, the student will have achieved the following:

A. Articulate in writing assignments, class discussions, and examination experiences knowledge of selected theories of the bio-psycho-social development of individuals

B. Articulate in writing assignments, class discussions, and examination experiences knowledge and understanding of the range of social systems, interactions among them, and interactions among individuals and social systems. Demonstrate the capacity to apply social systems and ecological theoretical approaches to case situations.

C. Articulate in class discussion, writing assignments, and examination experiences knowledge of strengths based and empowerment based approaches and their implications for achievement and maintenance of optimal health and well-being.

D. Articulate in class discussions and written assignments the capacity to assess practice situations from the perspective of diversity, and the similarities and differences in experiences, needs, and beliefs among diverse groups.

E. Demonstrate, through written work, the capacity to assess practice situations in terms of social and economic oppression, and discrimination in populations-at-risk.

F. Articulate in class discussions, and in written work, potential sources of conflict in values

and ethics regarding the course content. Demonstrate self-awareness in identifying

personal conflicts regarding persons from diverse populations and willingness to rethink

biased or otherwise negative views in respect to professional contacts and experiences,

and rethink discriminatory behaviors. Commit to appreciation of human diversity.

**Required Textbooks**

Hutchison, Elizabeth D. (2008). *Dimensions of human behavior: Person in environment (4th ed.).* Thousand Oaks, CA: Sage.

NASW Code of Ethics (Print Out and Bring to Class)

Any Assigned Articles given by Instructor

**Recommended Material** APA Manual 6th edition

**Blackboard:** This course will utilize the Blackboard Platform. Students will be able to access their course materials and grades on Blackboard. It is the student’s responsibility to do so. If you need assistance contact [helpdesk@uta.edu](mailto:helpdesk@uta.edu) .

**Course Schedule**

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| --- | --- |
| August 21 | Intro to the Course, Ch. 1: Setting the Stage: A Multidimensional Approach |
| August 26 | Chapter 2 Theoretical Perspectives on Human Behavior |
| Aug. 28 & Sept. 2 | NASW Code of Ethics- Print and Bring a copy to Class |
| September 4 & 9 | Chapter 3: The Biological Person |
| Sept. 11 & 16 | Chapter 4: The Psychological Person |
| Sept. 18 & 23 | Chapter 5: The Psychosocial Person  **Diversity and Ethics Paper Due September 23** |
| September 25 | Chapter 6: The Spiritual Person |
| Sept. 30 & Oct. 2 | **Exam Review – Sept. 30; EXAM 1 due – October 2** |
| October 7 & 9 | Chapter 7: The Physical Environment **News Article Due: October 9** |
| October 14 & 16 | Chapter 8: Culture |
| October 21 & 23  October 28 & 30 | Chapter 9: Social Structure and Social Institutions  Chapter 10: Families |
| November 4 & 6 | Chapter 11: Small Groups **CASE STUDY - DUE: November 6** |
| Nov. 11 & 13 | Chapter 12 & 13: Formal Organizations, Communities |
| Nov. l8 & 20 | **Exam Review – November 18; EXAM 2 – November 20** |
| Nov. 25 | Chapter 14: Social Movements  THANKSGIVING HOLIDAY: November 27 |
| December 2 | WRAP UP |

**Grading:**  The following assignments will be utilized in order to determine the final grade for the course.

Diversity, Ethics & Values Paper 25 points **Due: September 23**

News article 10 points **Due by: October 9**

Case Study 30 points **Due: November 6**

2 Exams – 15 Points each 30 points **October 2 & November 20**

Attendance & Participation 5 points

**Total 100 points**

**Grading Scale:** The following scale will be used in determining the letter grade for the course.

A= 90-100, B=80-89, C=70-79, D=60-69, F=Below 60

Students are expected to keep track of their performance throughout the semester and seek guidance if their performance drops below satisfactory levels.

**Grade grievances**: Any appeal of a grade must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

**Assignments:**

1. **Diversity and Ethics Paper - Due September 23 25 Points**

Write a paper on explicit aspects of the NASW Code of Ethics and values that relate to human diversity with regard for the worth and dignity of all persons, **as applied to a specific case where you are delivering social services**. This case can be based on your own practice experiences or a hypothetical one based on your understanding of social work practice. Discuss how you will apply these ethics and values to your practice with persons different from you in terms of **race, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation**. Address **at least two** of these areas. What dilemmas do you anticipate? How will you resolve them? Cite and specify the pertinent ethics and values that will guide your practice decisions in working with diverse persons. Write out the values and codes (with code numbers). Cite at least **two** peer reviewed academic **journal articles** that present research findings specifically relevant to your case and related to working with persons different than yourself. The paper must be written in APA style. Paper should be **3-5 pages** in length. **The cover and reference pages are not included in the page number requirement.**

Grades will be determined based on the following rubric:

|  |  |  |
| --- | --- | --- |
| Grading Element | Points | Notes |
| |  | | --- | | Clarity – Content is expressed with clarity and coherence. Correct APA style | | 9 points | Includes grammar, spelling, & coherence. Extensively Evident: 9 points  Moderately Evident:7 - 8 points  Inconsistently Evident: 5 – 6 points  Rarely Evident: 3 - 4 points  Not Evident: 0 - 2 points |
| Introduction | 2 points | Introduces the paper and provides a roadmap of what the paper will accomplish |
| Applications: Substantive,  Comprehensive, detailed, more than 1 or 2 sentences. | 14 points | A detailed discussion of how you will apply ethics when working with diverse persons. A minimum of 2 ethical dilemmas should be described in detail. Resolution of the dilemma are detailed and guided by the Code of Ethics. Citations from the Code of Ethics and minimum of 2 journal articles are required.  Extensively Evident: 12 - 14 pts  Moderately Evident: 8 - 11  Inconsistently Evident: 4 - 7  Not or Rarely Evident: 0 - 3 |
| Total | 25 points |  |

1. **News Article - Due by October 9 10 Points**

The purpose of this assignment is to connect the material in the class to the “real world,” so this is how we’re going to do it. For the 10 class periods starting on **Thursday, Sept. 4,** I will allocate the first 15 minutes of class time for a news article discussion. For each date, a group of three students (assigned by the second week of class) will do a presentation, with the first person listed in the group presenting the current news article (from a newspaper, magazine, online source, etc.) about how the environment affects a possible social work “client” (broadly defined), the second person listed giving a commentary based on some perspective discussed in the class, and the third person listed giving a commentary based on a different perspective. I will then open the discussion to comments from the class. As long as each member of the group shows up and does what they’re supposed to do, each member should get the 10 points credit for the assignment. If the article presenter doesn’t show up, I’ll toss out some news item.

1. **Case Study**  **- Due: November 6 30 Points**

Write a case study on a family, a group, a small organization, or a community. It would make sense to continue to use the case presented in the Diversity and Ethics Paper.

(1) Examine your social system using **3 perspectives/theories** and **5 concepts** (ideas derived from the theories found in the text chapters) as they apply to the social unit you select.

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(2) **Define and discuss the perspectives/theories and concepts in detail** and **give examples** of how the social system demonstrates each theory and concept. Also discuss diversity issues relevant to the social system (**race, ethnicity, social class, religion, physical/mental ability, sexual orientation, etc.**).

(3) Describe and illustrate ways in which social systems **promote or block** the achievement and maintenance of health and well-being for the social unit you selected.

The student should consider this project a ―work in progress (in most cases a continuation of the **Diversity and Ethics Paper)**, and work on the case study throughout the semester in order to make the case study manageable and turn in quality work.

This paper should be a maximum of **7 - 10 double-spaced pages** in length and follow APA format. Include pertinent material from your textbook and include a **minimum of three articles from social work journals** that present research findings specifically relevant to understanding the causes of your client’s problems or relevant to how to provide effective social services. The cover and reference page are not included in the page number requirement. Points will be deducted for failure to adhere to the maximum number of pages. Your grade will be determined based on the following rubric.

|  |  |  |
| --- | --- | --- |
| Grading Element | Points | Notes |
| |  | | --- | | Clarity – Content is expressed with clarity and coherence | | 2 | This includes grammar, spelling, and coherence. APA: title page, running head, page numbers, and reference list. |
| Description and application of theories | 7 | Minimum of 3 theories need to be elaborate, detailed and substantive to receive full credit. |
| Description of concepts | 8 | Minimum of 5 concepts. Need to be elaborate, detailed and substantive to receive full credit. |
| Description of diversity Issues/Influences | 7 | Discuss and explain diversity issues of the social unit that you have selected (religion, sexual orientation, race, disability, etc.). |
| Promotion of Health and Well- Being | 2 | Discuss in terms of social systems and how they promote or block the achievement of health and well-being. |
| Depth and Substance | 4 | Applications of theories, concepts, and diversity influences are intricate, comprehensive, and reflect depth versus superficiality. Citations from the book and minimum of 3 social work journal articles are required. |
| Total | 30 points |  |

1. **Exam 1 (15 points)** is a take-home exam that involves applying ethical principles and theoretical perspectives to understanding a case study presented in the exam.
2. **Exam 2 (15 points)** is an in-class, short answer test of concepts derived from Chapters 6-14 from the textbook.

**Group Work:** Up to 3 students can work together on the Diversity and Ethics Paper, the Case Study Paper, and Exam 1, but it is up to the students to work out individual responsibilities. All students named on a paper submission will receive the same grade for that paper.

**Late Assignments:** Please read the following rules as they apply to late assignments.

1. Exams - no make up.
2. All papers are due at the beginning of class.
3. Papers are not accepted after 7 days being late. Late papers will result in a **2 point deduction per day**. Papers must be submitted by e-mail to the instructor in order to stop the point deduction; however, a hard copy will still be required upon returning to class.
4. Please note that no incomplete grades will be given for the course, unless there are special circumstances (instructor’s discretion to decide).

**Absence/Late Policy:** Regular attendance for entire class periods is expected. Students should arrive to class on time and stay until the end of class. Arriving late and departing early is disruptive to the class. It is the student’s responsibility, whether present or absent, to keep abreast of assignments. **Any student missing over 4 classes will receive a failing grade for the course.**

**Class/Social Responsibility**

Class responsibility entails regular class attendance, class preparedness and active class participation with consideration for others. When students participate actively in class discussions, learning is enhanced. To be able to participate actively and with relevance to the course subject matter, it is important to complete reading assignments prior to each class session. Students are encouraged to discuss readings with peers, classmates, and the instructor. Students are encouraged to consult additional readings when time allows.

**Cell Phones:** Please turn off cell phones. If you must make a call, please step out.

**Computers:** Computers may be used for note-taking purposes only.

**Librarian to Contact:**  John Dillard, Central Library 410

Web Page: <http://libraries.uta.edu/dillard/> Ph: 817-272-7518; E-mail: [dillard@uta.edu](mailto:dillard@uta.edu)

The following is a list of commonly used library resources: 817.272.0923

Library Home Page .............................http://www.uta.edu/library

Subject Guides ....................................http://libguides.uta.edu

Subject Librarians ...............................http://www-test.uta.edu/library/help/subject-librarians.php

Database List.......................................http://www-test.uta.edu/library/databases/index.php

Course Reserves..................................http://pulse.uta.edu/vwebv/enterCourseReserve.do

Library Catalog ...................................http://discover.uta.edu/

E-Journals ...........................................http://utalink.uta.edu:9003/UTAlink/az

Library Tutorials ................................http://www.uta.edu/library/help/tutorials.php

Connecting from Off- Campus............http://libguides.uta.edu/offcampus

Ask A Librarian ..................................http://ask.uta.edu

**Student Feedback Survey:** At the end of each term, students will receive a Student Feedback Survey for each class approximately 10 days before the end of the term. Students are encouraged to complete surveys as soon as possible after receiving them.

**E-Culture Policy:**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly. I will communicate with you through email.

**Dropping the Class**:

A course drop grade will be assigned in accord with UT-Arlington policy (see current catalog). No grade is posted if a student drops a course by the **Census Date, September 8, 2014**. A student may drop a course with a grade of W until the two-thirds point of the semester. This period ends on **October 29, 2014**. A student may drop a course after this point only upon approval of the appropriate official.

**Student Support Services**:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Academic Integrity**:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at the University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

All students are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

**\*\*The instructor reserves the right to give the grade of “F” for the course as a whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.**

**Americans with Disabilities Act (ADA).**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may call the Office for Students with Disabilities at (817) 272-3364. [www.uta.edu/disability](http://www.uta.edu/disability)

**Bomb threats**.

UTA will attempt to trace threats and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

**Classroom Exit Procedures.**

If the classroom needs to be evacuated, proceed out the door into the hallway and head towards the nearest staircase leading down to the building exit.

**Note: Course Syllabus Changes – The course professor reserves the option to modify the course syllabus throughout the course and/or modify assignments or make substitutions so long as course objectives are met and the overall grading criteria are maintained.**