**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year: Spring 2015****Course Title: Human Behavior and the Social Environment I****Course Prefix/Number/Section: SOCW 3301: 002****Instructor Name: Craig Nagoshi****Office Number: Life Sciences 410****Phone Number: (817)272-5030****Email Address: cnagoshi@uta.edu****Office Hours: TuTh 11:00-1:00****Day and Time (if applicable): TuTh 2:00-3:20****Location (Building/Classroom Number): Trimble Hall TH 23****Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.****Blackboard:** [**https://elearn.uta.edu/webapps/login/**](https://elearn.uta.edu/webapps/login/) |

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

The first of two required human behavior courses that explore, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons from birth through young adulthood. Offered as AAST 3301 and SOCW 3301; credit will be granted in only one department.

**B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:**

Human Behavior and the Social Environment

**Educational Policy 2.1.2**—**Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

1. Recognize and manage personal values in a way that allows professional values to guide practice.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

**Educational Policy 2.1.4**—**Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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:

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

1. Use research evidence to inform practice.

**Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.9**—**Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:]

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

**C. *Required* Text(s) and Other Course Materials:**

Hutchison, Elizabeth D. (2011). *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

**D. Additional *Recommended* Text(s) and Other Course Materials:**

American Psychological Association*. (2009). Publication manual of the American Psychological Association* (6th ed.), Washington, DC: American Psychological Association.

**E. Major Course Assignments & Examinations:**

1. **Diversity and Ethics Paper - Due 11th Class Session February 24 25 Points**

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.2(a); Educational Policy 2.1.4(a-c); Educational Policy 2.1.6(b)

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:

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| Grading Element | Points | Notes |
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| Clarity – Content is expressed with clarity and coherence. Correct APA style  |

 | 9 points | Includes grammar, spelling, & coherence. Extensively Evident: 9 pointsModerately Evident:7 - 8 pointsInconsistently 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 ptsModerately Evident: 8 - 11 Inconsistently Evident: 4 - 7Not or Rarely Evident: 0 - 3  |
| Total | 25 points |  |

1. **News Article - Due by Class Session 16 March 19 10 Points**

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.3(a); Educational Policy 2.1.9(a)

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 **the 5th Class Session February 3,** 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, the professor will assign a news item to discuss.

1. **Case Study**  **- Due: Class Session 24 April 16 30 Points**

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.7(a-b); Educational Policy 2.1.3(a); Educational Policy 2.1.4(a-c)

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.

(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.

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| Grading Element | Points | Notes |
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| 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.

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.2(a); Educational Policy 2.1.7(a-b)

1. **Exam 2 (15 points)** is an in-class, short answer test of concepts derived from Chapters 6-14 from the textbook.

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.6(b); Educational Policy 2.1.7(a-b)

**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.

**F. Grading Policy:**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

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

Diversity, Ethics & Values Paper 25 points

News article 10 points

Case Study 30 points

2 Exams – 15 Points each 30 points

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

**G. Make-Up Exam or Assignment Policy**:

**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).

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. For this course, here is the attendance 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.**

**I. Course Schedule:**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

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| Session | Dates  | Topics / Assignments Due |
| 1 | January 20 | Intro to the Course, Ch. 1: Setting the Stage: A Multidimensional Approach |
| 2 & 3 | Jan. 22 & 27 | Chapter 2 Theoretical Perspectives on Human Behavior |
| 4 & 5 | Jan. 29 & Feb. 3 | NASW Code of Ethics- Print and Bring a copy to Class |
| 6 & 7 | Feb. 5 & 10 | Chapter 3: The Biological Person |
| 8 & 9 | Feb. 12 & 17 | Chapter 4: The Psychological Person |
| 10 & 11 | Feb. 19 & 24 | Chapter 5: The Psychosocial Person**Diversity and Ethics Paper Due Session 9 Feb. 24** |
| 12 | Feb. 26 | Chapter 6: The Spiritual Person |
| 13 | March 3 | **Exam Review**  |
| 14 | March 5 | **EXAM 1****SPRING BREAK – March 9-13** |
| 15 | March 17 | Chapter 7: The Physical  |
| 16 | March 19  | Chapter 7: The Physical Environment, continued **News Article Done** |
| 17 & 18 | March 24 & 26 | Chapter 8: Culture  |
| 19 & 20 | Mar. 31 & Apr. 2 | Chapter 9: Social Structure and Social Institutions  |
| 21 & 22 | April 7 & 9 | Chapter 10: Families |
| 23 | April 14  | Chapter 11: Small  |
| 24 | April 16 | Chapter 11: Small Groups, continued**CASE STUDY - DUE April 16** |
| 25 & 26 | April 21 & 23 | Chapter 12 & 13: Formal Organizations, Communities |
| 27 | April 28 | **Exam Review**  |
| 28 | April 30 | **EXAM 2** |
| 29 | May 5 | Chapter 14: Social Movements |
| 30 | May 7 | WRAP UP |

### Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

**J. Expectations for Out-of-Class Study**:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievance Policy**:

See BSW/MSW Program Manual.

**L. Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building A of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: **(817) 675-8962. B**elow are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

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>

**N. Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**O. Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period (ends on Census Date **February 4, 2015**). After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session (last day to withdraw from classes **April 3, 2015**). It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships

(<http://wweb.uta.edu/aao/fao/>).

**P. Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**R. Academic Integrity:**

Students enrolled all UT Arlington courses 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.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of University’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**S. Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**T. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**U. Final Review Week**:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**V. 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 University of Texas at Arlington School of Social Work 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.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined 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.

*Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.*

