



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2016

Course Title: Human Behavior and the Social Environment

Course Prefix/Number/Section: SOCW 5301-003/004 005/006

Instructor Name: Ling Xu, PhD

Faculty Position: Assistant Professor

Faculty Profile: <https://www.uta.edu/profiles/ling-xu>

Office Number: Building A, Suite 101-E

Phone Number: N/A

Email Address: lingxu@uta.edu

Office Hours: by appointment

Day and Time of Class (if applicable): Online

Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

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

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

B. Measurable Student Learning Outcomes:

This course meets the follow education policy, practice behaviors and accreditation policies of the Council on Social Work Accreditation:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. [Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:]

1. Engage in career-long learning.

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.
2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International

Association of Schools of Social Work Ethics in Social Work, Statement of Principles.

3. Tolerate ambiguity in resolving ethical conflicts; and
4. Apply strategies of ethical reasoning to arrive at principled decisions.

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. [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:]

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

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.

Student Learning Outcomes:

- Students will demonstrate comprehension of the major organizational scheme of social work: reciprocal relationships between human behavior and the social environment.
- Students will examine theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.

- Students will examine theoretical frameworks for understanding the interactions between and among the various systems such as individuals, groups, societies, and economic systems.
- Students will examine, apply, and illustrate theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.
- Students will examine, apply, and illustrate the development of persons through the life span based on theories and empirical knowledge of biological sociological, cultural, psychological, and spiritual aspects of development.
- Students will examine, apply, and illustrate ways in which social systems promote or block the achievement and maintenance of health and well being.
- Students will distinguish among individuals in terms of race, ethnicity, national origin, social class, religion, physical and mental ability, sexual orientation, and how a particular person is related or not to each area.
- Students will describe in their own words what their views are of persons of different races, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation.
- Students will distinguish among the codes and values in the NASW Code of Ethics which ones relate directly to human diversity and regard for worth and dignity of all persons. They will assess and discuss what they think about these requirements for all social workers and how they plan to apply them in their social work practice to persons who are different from them.
- Students will describe their plan for further knowledge development about human behavior and the social environment and the life span.

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

Hutchison, E.D. (2015). Dimensions of human behavior: The changing life course (5th ed.). Thousand Oaks, CA: Sage Publications. ISBN:9781483303901

Hutchison, Elizabeth D. (2015). Dimensions of human behavior: Person in environment life course (5th ed.) Thousand Oaks, CA: Sage. ISBN: 9781483303918

Selected Articles.

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

N/A

E. Major Course Assignments & Examinations:

NOTE: Please refer to our Blackboard course for session readings, course material, discussion topics, and quiz and assignment dates.

Assignments:

Discussion Board (10 points each). You must answer at least one of the discussion board questions posted for each session. In addition, you must post responses to at least two postings of your classmates. You may earn up to 10 points each session by participating in the discussion board. There will be 15 Discussion Boards, corresponding with the 15 Course Sessions of the semester. In order to earn the full 10 points in any given session, you must meet the following criteria: (1). Respond to at least one new discussion board question and comment on two postings from your classmates. (2). Demonstrate thoughtfulness and effort in your response. Note: Discussions will end on Sundays at 10 pm, and new discussions will begin on Mondays at 6 am. I encourage you to respond to other students' postings and to participate in more than the minimum number of

discussions required, as participation will generally enhance your understanding of the material as well as your overall experience in the course.

Quizzes (10 points each). There will be 10 short timed quizzes administered during the semester. The quizzes will be open-book, and you may access your notes as well as other resources to complete the quizzes. Each quiz will be worth a total of 10 points. On the weeks that a quiz will be required, it will be available from 6 am Monday morning until 10 pm Sunday evening.

Diversity & SW Values and Ethics (50 points). *This assignment assesses course outcomes # 8 and 9.*

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

NOTE: You must use the template provided to complete this assignment. See Session 4 Course Materials.

- Discuss your experiences of working with or interaction with persons of a different race, ethnicity, sexual orientation or ability than yourself. Discuss at least 2 experiences. What was the experience like for you? Example: Discuss your experience with working or interacting with a gay man if you are a straight woman and discuss your experiences working/interacting with a person who has a physical challenge if you have no physical challenges.
- How did these experiences impact your view of persons different from yourself? What did you learn?
- Include specific entries in the NASW Code of Ethics that relate to human diversity with regard to the worth and dignity of all persons.
- Cite at least two academic journal articles that relate to your experiences in working with persons different than yourself.

Case Study (100 points). *This assignment assesses outcomes #1-7.* Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.1(a); Educational Policy

2.1.7(a-b); Educational Policy 2.1.4(a-c)

Write a case study on a small group, community, or organization (8-10 pages). (1) Apply 4 theories and 5 concepts from text material on the selected target. Analyze your target using the text and course materials.. (2) Describe and illustrate ways in which the small group, community, or organization promotes or blocks the achievement and maintenance of health and well-being of participants.

OR

Write a case study on a child, young adult, midlife adult, or older adult (8-10 pages). (1) Choose 3 theories and 5 concepts from the chapters in the micro text on your target life stage. Also use pertinent material from lecture notes. (2) Discuss the theories and concepts in detail and give examples of how the client demonstrates each theory, concept, and race, ethnicity, national origin, social class, religion, physical and mental ability, and sexual orientation. (3) Describe and illustrate ways in which social systems promote or block the achievement and maintenance of health and well-being for the target person (s).

Exams (100 points each). There will be both a Midterm and a Final Exam in this course. You will have the option to complete 1) a quantitative exam, which will include various types of questions such as multiple choice, true/false, and short answer; or 2) a qualitative exam, which will include

short essay questions. Both will be administered online and will be worth 100 points. Providing two different types of exams of equivalent value allows you as a student to make a choice about what type of assessment you prefer.

F. Grading Policy

Grades will be calculated as follows:

150 points--15 Discussion Boards at 10 points each

100 points--10 Quizzes at 10 points each

200 points--2 Exams at 100 points each

50 points--1 Diversity & Ethics Assignment at 50 points

100 points--1 Case Study at 100 points

Total points possible=600 points

540-600 points=A

480-539 points=B

420-479 points=C

360-419 points=D

359 or below=F

Note: *Grades will be posted to the campus MyMav system or Blackboard at course completion and made available on the University*

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

G. Make-Up Exam or Assignment Policy:

Please note: I do not accept late papers nor do I extend deadlines for missed assignments, tests, quizzes, or discussion boards.

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. As the instructor of this section,

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This online course requires weekly participation assessed through discussion boards and quizzes. The expectation is that you would spend at least 5-10 hours each week reading the text, watching online videos and reading online posts, and participating in assessment activities.

I. Course Schedule:

Session #	Topic	Dates Covered	Graded Assignments
1	Human Behavior and Theoretical Perspectives	1/19-1/24	DB 1; Quiz 1
2	Culture and Human Behavior	1/25-1/31	DB 2; Quiz 2
3	The Family	2/1-2/7	DB 3; Quiz 3
4	Small Groups	2/8-2/14	DB 4; Diversity & Ethics Assignment Due
5	Formal Organizations	2/15-2/21	DB 5; Quiz 4
6	Communities	2/22-2/28	DB 6; Quiz 5
7	The Biological Person	2/29-3/6	DB 7; Quiz 6
8	The Psychological Person	3/7-3/13	DB 8; Midterm Exam
N/A	Spring Break	3/14-3/20	N/A
9	The Psychosocial Person	3/21-3/27	DB 9; Quiz 7
10	The Spiritual Person	3/28-4/3	DB 10; Quiz 8
11	Pregnancy, Birth, Newborn, Infancy	4/4-4/10	DB 11; Quiz 9
12	Early and Middle Childhood	4/11-4/17	DB 12; Case Study Due
13	Adolescence	4/18-4/24	DB 13; Quiz 10
14	Young and Middle Adulthood	4/25-5/1	DB 14
15	Late Adulthood & Very Late Adulthood	5/2-5/8	DB 15; Final Exam
Note: DB means Discussion Board in Blackboard			

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.

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 Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
 Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. 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.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit <http://www.suicidepreventionlifeline.org/> for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

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**. Below 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 individuals with disabilities.

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. 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. 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://www.uta.edu/aao/fao/>).

P. Disability Accommodations:

UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit 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:

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>.

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.