**University of Texas at Arlington**

**School of Social Work**

**SOCW 3302**

**Human Behavior and the Social Environment II**

**Fall 2014**

**Faculty Information**

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**Section Information:** Human Behavior and the Social Environment II SOCW 3302

**Time and Place of Class Meetings:** None; Class is Online

**Course Black Board:** <https://elearn.uta.edu/webapps/login/>

## 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.EPAS core competencies and practice behaviors addressed in this course are:

**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

• advocate for client access to the services of social work;

• practice personal reflection and self-correction to assure continual professional development;

• attend to professional roles and boundaries;

• demonstrate professional demeanor in behavior, appearance, and communication;

• engage in career-long learning; and

• use supervision and consultation.

**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

• recognize and manage personal values in a way that allows professional values to guide practice;

• 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

• apply strategies of ethical reasoning to arrive at principled decisions.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

• analyze models of assessment, prevention, intervention, and evaluation; and

• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**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

• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

• recognize and communicate their understanding of the importance of difference in shaping life experiences; and

• view themselves as learners and engage those with whom they work as informants.

**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

• use practice experience to inform scientific inquiry and

• 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

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

• 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

• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Description of Course Content: 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.

**Expanded:**

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 biopsychosocial 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.

**Student Learning Outcomes:**

**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.
6. 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.

1. Apply biopsychosocial development of individuals across the life course and as they live in families, groups, organizations, social institutions, and communities.
2. Apply evidence and theoretical frameworks for understanding human development and the interactions among various systems and between individuals and social systems.
3. Analyze the effect of social systems on human behavior as well as the impact of human behavior on various social systems.
4. 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.
5. 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.
6. Recognize content on the promotion of social and economic justice (understanding the dynamics and consequences of human oppression and discrimination across the life span).
7. 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 biopsychosocial development in members of these groups).
8. 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.
9. Apply values and ethics regarding biopsychosocial theories and developmental

evidence. Students are to develop awareness of their personal values and clarify conflicting values and ethical dilemmas about course content.

**Performance Measures.**

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

1. Articulate in writing assignments, class discussions, and examination experiences knowledge of selected theories of the biopsychosocial development of individuals
2. 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.
3. 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.
4. 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.
5. Demonstrate, through written work, the capacity to assess practice situations in terms of social and economic oppression, and discrimination in populations-at-risk.
6. 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.

**V. Required Textbooks and Other Course Materials:**

1. **Required.** Hutchison, E.D. (2011). Dimensions of human behavior: The changing life

course (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

1. **Recommended.** Robbins, .P., Chatterjee, P., & Canda, E.R. (2012). *Contemporary*

*human behavior theory: A critical perspective for social work* (3rd ed.)*.* Boston: Allyn and Bacon.

1. **Recommended.** Ginsberg, L., Nackerud, L., & Larrison, C.R. (2004). *Human*

*biology for social workers.*  Boston: Pearson Education, Inc.

D. **Articles** (not listed in APA style)**:**

* American Indian elders: Unifiers of Indian families, Red Horse, J.G., Social Casework, Vol 61, 1980, pp. 490-497.
* Beyond Coping: An Empowerment Perspective on Stressful Life Events, Gutierrez, Lorraine M., Journal of Sociology and Social Welfare, Vol 21, 1994, pp. 201-219.
* Cognitive therapy: A 30 year retrospective, Beck, A.T., American Psychologist, Vol 46 (4), 1991, pp. 382-389.
* Genetic Family Histories, Bernhardt, B., & Rauch, J., Families in Society, Vol 74, 1993, pp. 195-205.
* In a Different Voice: Women's conceptions of self and morality, Gutierriez, L.M., Harvard Educational Review, Vol 49, 1977, pp. 431-446.
* Islands of the living dead: The social geography of McDonalidization, Ritzer, G, American Behavioral Scientist, Vol 47 (2), pp. 119-136.
* Mental health and women's multiple roles, Piechowski, L.D., Families in Society, Vol 73, 1992, pp. 131-141.
* The social work ethics audit: A risk-management strategy, Reamer, F.G., Social Work, Vol 45(4), 2000, pp. 355-366.
* Theorizing globalization, Kellner, D., Sociological Theory, Vol 20(3), 2002, pp285-305.
* Violence and Biology: A Review of the Literature, Johnson, Harriette C., Families in Society: The Journal of Contemporary Human Services, 1996, pp. 3-18.

Additional readings will be assigned from BlackBoard, professional journal sources, and book chapters.

**Course Requirements and Grading.**

Students will be evaluated throughout the semester on experiential and written assignments, examinations, class participation and attendance. An overall grade will be based on a students' performance in the following areas:

**Class participation.**

Participation is considered a crucial aspect of learning course material. Participation in class should reflect an understanding of, or questions about, assigned reading, the integration of such with personal and professional experiences, and the desire to broaden one’s professional knowledge base. Please become familiar with the NASW Code of Ethics. It establishes the foundation for respect of each other and the evolving perspectives we might share throughout the semester.

The impact on your grade in this area will be a response to respecting and encouraging the opinions of peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept feedback; and being prepared to work with colleagues.

**Descriptions of major assignments and examinations:**

**Discussions**

You will have Discussion(s) that will be the basis of our in class discussions. Specific questions for each Discussion are posted on Blackboard under the Discussion Tab. Your responses should be posted via the Discussions Tab. Discussions should be at least 1 page long, double spaced, Times New Roman 12 pt font, without the header and name. **IMPORTANT NOTE: Discussions are due by 5:00 pm on their designated due dates.**

**Paper I**

The first will be an opportunity to apply up-to-date knowledge of biological human development and its interaction with environmental influences on human development to a specific life stage or trajectory of your choice. The paper should be 5-7 pages double spaced (APA style), not counting cover page and references. Must be a minimum 5 pages long to be considered for full credit.

Examples of topics include: 1) Biological underpinnings for addressing child maltreatment of children in a specific life stage (e.g., infancy, school-age, adolescence) 2) Biological underpinning for juvenile justice program models (e.g., latency age, adolescence). 3) Implications of the nature of early development of the central nervous system for child-rearing practices (e.g., neonatal, infancy, toddlerhood). 4) Implications of changes with aging in the central nervous system for social support systems for the elderly. 5) Biological underpinnings for recovery models in substance abuse, as applied to a specific life stage according to Erikson’s or Vaillant’s theoretical stages.

**Paper 1 Rubric**

**Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_/15**

**Paper 1—Grading Matrix**

**Conceptual application\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/10**

1. Search for and selection of up-to-date empirical findings on biological underpinnings of an issue/aspect of human behavior in the social environment
2. Application of up-to-date knowledge of biological human development and its interaction with environmental influences on human development to a specific life stage/trajectory or problem/issue or both

**APA style, references, grammar\_\_\_\_\_/ 5**

|  |  |  |
| --- | --- | --- |
| Item  Item | Points Possible  Possible | Points Earned  Earned |
| Format | | |
| Follows APA Rules (Websites are provided for each bullet for assistance):  • Margins, page numbers, and font:  <http://owl.english.purdue.edu/owl/resource/560/01/>  • Cover Page, running head:  <http://owl.english.purdue.edu/owl/resource/560/01/>  • Headings:  <http://owl.english.purdue.edu/owl/resource/560/16/n>  • Citations (in-text and reference page)  • When to cite:  <http://libraries.uta.edu/ebarker/flashPlag/>  • In-text:  <http://owl.english.purdue.edu/owl/resource/560/03/>  • Reference page:  <http://owl.english.purdue.edu/owl/resource/560/01/>  • Electronic resources:  <http://owl.english.purdue.edu/owl/resource/560/10/>  • Properly formatted quotations where applicable:  <http://owl.english.purdue.edu/owl/resource/560/02/>  No Abstract Required | 3 |  |
| Grammar, Usage, and Writing Style  • Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs  • Is concise & clear; does not overuse quotations  • Uses proper sentence structure, length with correct punctuation, especially commas & apostrophes  • Uses correct grammar/ spelling/ no typos; uses terms correctly; good word choice  • Introduces acronyms correctly (e.g. spells out the acronym the first time it is mentioned in the paper) | 2 |  |
| 1. Introduction—    1. Introduce the topic you have chosen?       1. What is the problem?       2. How many people does it affect?       3. Who is affected?    2. What is the purpose of your paper? | 2 |  |
| 1. Search for and selection of up-to-date empirical findings on biological underpinnings of an issue/aspect of human behavior in the social environment    1. What is the relationship between biology and your topic?       1. What is the biological cause of the issue you have selected (There may be more, but these are just a couple of examples. Not all will apply)          1. Physical Illness          2. Genetic Predisposition          3. Heredity          4. Gender          5. Age Changes          6. Drugs/Medication       2. Is there a theory about this relationship?       3. What empirical evidence exists? | 3 |  |
| 1. Application of up-to-date knowledge of biological human development and its interaction with environmental influences on human development to a specific life stage/trajectory or problem/issue or both    1. How is the issue affected when there is an interaction between human development and environmental influences (e.g. Social Economic Status, Education, Government Systems, Religious Systems, Family Support, Access to Health Care, Beliefs and Values) | 3 |  |
| 6) Conclusion.  Provide a brief summary of the main points in your paper. | 2 |  |
| Total Points Earned (15 Points Possible)  \*\* Additional Points Will Be Taken Off For Over Use of Direct Quotes |  | |
| Grand Total For Assignment (Content and Format Points) |  | |

**Paper II**

The second will be an opportunity to apply concepts related to developmental tasks expected in the early life, middle age, and elderly life stages to the life experiences of an individual you interview who is in the midst of life’s later stages. The analysis is to be informed by a discussion and critical analysis (following the model provided in on blackboard session 14) of multiple relevant theories of human behavior and development in the social environment. Minimum 10 pages but no more than 12 (10-12 pages; APA style) with references. **You must use at least 3 theories.**

**Paper II Rubric**

**Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_/30**

**Paper 2—Grading Matrix**

**Conceptual application\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/10**

1. Application of concepts related to developmental tasks/milestones at each stage throughout the lifespan to the interviewee’s life experiences

**Discussion and critical analysis of multiple theories\_\_\_\_\_\_\_\_\_\_ /15**

1. Discussion/analysis of appropriate theories follows the model provided on blackboard in session 14.
2. Used at least 3 Theories

**APA style, references, grammar\_\_\_\_\_/ 5**

You will generate your own questions for this paper (you can include your questions as an appendix). Length of paper 10-12 pages.

Make sure that some of the questions you ask relate to the theories you have selected.

|  |  |
| --- | --- |
| Life Course Assignment  Item  Item |  |
| Follows APA Rules (Websites are provided for each bullet for assistance):  • Margins, page numbers, and font:  <http://owl.english.purdue.edu/owl/resource/560/01/>  • Cover Page, running head:  <http://owl.english.purdue.edu/owl/resource/560/01/>  • Headings:  <http://owl.english.purdue.edu/owl/resource/560/16/n>  • Citations (in-text and reference page)  • When to cite:  <http://libraries.uta.edu/ebarker/flashPlag/>  • In-text:  <http://owl.english.purdue.edu/owl/resource/560/03/>  • Reference page:  <http://owl.english.purdue.edu/owl/resource/560/01/>  • Electronic resources:  <http://owl.english.purdue.edu/owl/resource/560/10/>  • Properly formatted quotations where applicable:  <http://owl.english.purdue.edu/owl/resource/560/02/>  No Abstract Required | |
| Grammar, Usage, and Writing Style  • Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs  • Is concise & clear; does not overuse quotations  • Uses proper sentence structure, length with correct punctuation, especially commas & apostrophes  • Uses correct grammar/ spelling/ no typos; uses terms correctly; good word choice  • Introduces acronyms correctly (e.g. spells out the acronym the first time it is mentioned in the paper) | |
| 1. Introduction—    1. Introduce the person you are interviewing       1. Name (do not use real name), Age, race, ethnicity, physical description, place of birth, current place of residence    2. What Theories will you utilize to analyze the information that your interviewee will provide    3. What is your rational for utilizing these theories? What are these theories a good fit.    4. What is the purpose of your paper? 2. Ask Questions regarding their early childhood memories regarding:    1. Family make up       1. Mother and fathers/caregivers occupation       2. Marital status of parents or caregivers       3. Socioeconomic status    2. Perception of her development       1. Normal development?       2. Developmental delays?       3. Parents discipline style   \*\* Use theories to guide your interview. For example,  What does Piaget Theory of Development (or any other theories discussed in your book e.g. Erikson) say should occur at different stages? What does your interviewee recall? Does her information coincide with Piaget’s Theory?   1. Adolescence    1. Ask Questions regarding their recollection about their adolescence.    2. Were there any important events that happened?    3. What theory applies here? Is there a specific stage? Why? Apply theory to the information, how does it help you understand the information? 2. Early Adulthood    1. Ask Questions regarding their recollection about their Early Adulthood    2. Were there any important events that happened?    3. What theory applies here? Is there a specific stage? Why? Apply theory to the information, how does it help you understand the information? 3. Middle Adulthood    1. “ “ 4. Late Adulthood    1. “ “ | |
| 1. Utilize at least 3 theories in your paper.    1. Were there any important events that happened?    2. What theory applies here? Is there a specific stage? Why? Apply theory to the information, how does it help you understand the information?    3. You don't have to use all stages of a theory, just the portion that helps you understand the specific life stage the individual is explaining. Apply the theories to the information you have collected from your interview. | |
| 6) Conclusion.  Provide a brief summary of the main points in your paper. | |
| Total Points Earned (30 Points Possible)  \*\* Additional Points Will Be Taken Off For Over Use of Direct Quotes | |
| Grand Total For Assignment (Content and Format Points) | |

**Examinations (Competency based performance outcomes 1-8).**

Two Examinations will be given during the semester. They will be made up of a variety of short answer and essay questions from reading assignments and BlackBoard content. **Exams must be completed by the due date. Exams are not timed and you will have access to the course materials.**

**Attendance:**

Weekly regular access to the course in Blackboard is expected and tracked. In borderline grade situations, Blackboard access will count at the professor’s discretion. Actions that undermine your class participation and compromise the sense of intellectual and practice community in the online classroom negatively affect your grade. Actions that undermine your class participation include, but are not limited to: failure to submit assignments in a timely manner, not logging in at least twice weekly to the course website, and disrespectful communication either in person or via electronic means.

**Grading**: The following list of course requirements and percentages will be utilized in determining final course grades:

|  |  |  |
| --- | --- | --- |
| Assignment | Percentage | Points |
| Examination I | 20% of grade | 20 |
| Paper I | 15% of grade | 15 |
| Examination II | 25% of grade | 25 |
| Paper II | 30% of grade | 30 |
| Discussions | 10% of grade | 10 |
| Total | 100% | 100 Points |

Course Grading Scale.

The following scale will be used for calculating an overall course grade:

|  |  |  |
| --- | --- | --- |
| Grade | Percentage | Points |
| A | 100% - 90% | 100 – 90 |
| B | 89% -80% | 89 – 80 |
| C | 79% -70% | 79 – 70 |
| D | 69% - 60% | 69 – 60 |
| F | 59% and below | 59 – 0 |

Late Assignments/Papers.

All assignments must be turned in on the scheduled due date, at the beginning of class. Late assignments will be assigned a five (5) point penalty for each day late. Late assignments will be accepted *up to* five (5) days after the scheduled due date.

**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 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Make-up Exams**: Permission to make-up assignments will be granted on a case by case basis.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. For undergraduate courses, see <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19>;

**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://wweb.uta.edu/aao/fao/>).

**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.

**Academic Integrity:** Students enrolled in this course 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.

**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 the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**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>.

**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>.

**Final Review Week:** 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.

**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 exit, [Our Class is online; however, if you are on campus be aware of your nearest exit]. 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.

**Bomb threats:** If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call 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.

**Course Schedule**

**Each session runs from 6a.m. on Monday through 11:30 p.m. on the following Sunday.**

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| Session | Start  Dates | Topic | Textbook Readings | Assignments and Tests |
| 1 | **08/21/2014 – 08/24/2014** | Course Overview | Syllabus Online Information | Post bio to Autobiography under Discussions. Due by **08/24 /2014@ 5 p.m**. |
| 2 | **08/25/2014-**  **08/31/2014** | Theories of Human Development | Islands and Globalization articles from list below | No written assignments due this session. |
| 3 | **09/01/2014-**  **09/07/2014** | Conception, Pregnancy, Birth | Hutchinson, Chapters 1-2 | Infant Games Discussion  Due by **09/07/2014 @ 5:00 p.m.** |
| 4 | **09/08/2014-**  **09/14/2014** | Neonate & Early Infant | Genetic family histories and Violence and biology articles from list below | Test 1 due by **11:30 p.m., 09/14/2014** |
| 5 | **09/15/2014-**  **09/21/2014** | Infant 3-24 months | Hutchinson, Chapter 3 | Parenting Discussion Due by **09/21/2014 @ 5:00pm** |
| 6 | **09/22/2014-**  **09/28/2014** | Toddler 2-4 years | Online Content | Paper I: Bio Underpinnings Due by **11:30 p.m., 09/28/2014** |
| 7 | **09/29/2014-**  **10/05/2014** | Preschool 4-6 years | Mental health and women from list below. | No written assignments due this session. |
| 8 | **10/06/2014-**  **10/12/2014** | School age 6-10 years | Hutchinson, Chapters 4-6 | No written assignments due this session. |
| 9 | **10/13/2014–**  **10/19/2014** | Pre-teen 10-12 years; Eating disorders; Sexual orientation | Social work ethics audit article from list below. | No written assignments due this session. |
| 10 | **10/20/2014–**  **10/26/2014** | Teens 13-21; Addiction | Beyond coping and Cognitive therapy articles from list below. | Resource list for abuse & violence  Due by **10/26/2014@ 5:00 p.m.** |
| 11 | **10/27/2014–**  **11/02/2014** | Young Adult 13-21 Abuse & violence | In a different voice article from list below. | Young Adult Rules Discussion  Due By **11/02/2014 @ 5:00 p.m.** |
| 12 | **11/03/2014– 11/09/2014** | Adult 30-40 | Hutchinson, Chapters 7-8 | Adult Roles Discussion  Due By **11/09/2014@ 5:00 p.m.** |
| 13 | **11/10/2014-11/16/2014** | Mid life 40-65 | Hutchinson, Chapter 9 | Paper II:Life Course Paper (interview with an elder): **Due by 11:30 p.m., 11/16/2014** |
| 14 | **11/17/2014–11/23/2014** | Old age 65 + | Hutchinson, Chapter 10. | No written assignments due this session. |
| 15 | **11/24/2014-**  **11/30/2014** | Grief, death; Wrap-up and evaluation | American Indian elders article. | Test 2:  **Due by 11:30 p.m., 12/03/2014** |
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\*\*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. – Dr. Julie Nagoshi

**Course Outline**

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| **Unit I: Theory and Practice Relevance.**  Why study theory for practice?  **Classes 1-4**.  What is a theory and why and how to study them; the person-environment and biopsychosocial framework; the ecosystems perspective; social construction of differences and concepts relating culture, human development, and personality  Chapters 1-2  \* Hutchison, E.D. (3008). Dimensions of human behavior: The changing life  course (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.  Ginsberg, L., Nackerud, L., & Larrison, C.R. (2004). *Human biology for social workers.*  Boston: Pearson Education, Inc. Chapters 1-2.  *On BlackBoard:*  Ungar, M. (2003). Deep ecology and the roots of resilience: The importance of setting in outdoor experience-based programming for at-risk children. *Critical Social Work, 3*(1), 18-43.  ***Exam I.*** |
| **Unit II: Complex Adaptive Systems in Human Development: The biopsychosocial framework.**  **Classes 4-6.**  Theories and the current knowledge base on individual development: biological underpinnings; prenatal, birth, infancy.  \*Hutchison, Chapter 3  Ginsberg et. al, Chapters 4-5.  *On BlackBoard or ILL:*  Bernhardt, B & Rauch, J. (1993). Genetic family histories: An aid to social work assessment.    *Families in Society, 74,* 195-205.  Mange,E.J. & Mange, A.P. (1999). *Basic human genetics* (2nd ed.)*.* Sunderland, MA.: Sinauer  Associates, Inc. Chapters 1-4.  Diamond, M.C., Scheibel, A.B., & Elson, L.M. (1985). *The human brain*  *coloring book.* Oakville, CA.: HarperPerennial. Units 1-1 to 2-4.  ***Paper I.*** |
| **Classes 7-10.** The psychophysiology of behavior and cognition through the life span; toddlerhood, pre-school, school-age, pre-puberty .  \*Hutchison, Chapters 4-6.  Ginsberg et. al, Chapters 6-7, 10-12.  *On BlackBoard or ILL:*  Excerpts from Gilligan, C. (1982). *In a different voice: Psychological theory and women’s*  *development.* Cambridge, MA: Harvard University Press.  Johnson, H.C. (1996). Violence and biology: A review of the literature. *Families in Society,*  77(1), 3-18.  Mange,E.J. & Mange, A.P. Chapter 11.  Diamond et al., Unit 3 |
| **Classes 11-13.** Theories ofcognitive-behavioral change and emotional, moral, and spiritual development through the life span; adolescence and young adulthood.  \*Hutchison, Chapters 7-8.  Ginsberg et. al, Chapter 3, pp.45-51.  *On BlackBoard or ILL:*  Bandura, A. (1977). *Social learning theory.* Englewood Cliffs, N.J.: Prentice Hall. Chapters 1- 3.  Beck, A.T. (1991). Cognitive therapy: A 30 year retrospective. *American Psychologist, 46,* 382- 389.  Coles, R. (1990). *The spiritual life of children.* Boston: Houghton Mifflin. Excerpts you  choose.  Coles, R. (1991). *The moral life of children.* Boston: Houghton Mifflin. Excerpts you choose.  Gilligan, C. (1977). In a different voice: Women’s conceptions of self and morality. *Harvard*  *Educational Review, 49,* 431-446.  Gutierriez, L.M. (1994). Beyond coping: An empowerment perspective on stressful life  events. *Journal of Sociology and Social Welfare, 21*, 201-219.  Thyer, B.A. & Myers, L.L. (1998). Social learning theory: An empirically-based approach to  understanding human behavior in the social environment. *Journal of Human Behavior*  *in the Social Environment, 1*, 23-32.  Diamond et al., Unit 8-1 to 8-4. |
| **Classes 14.** Middle age;Family development in the social environment.  \*Hutchison, Chapter 9.  *On BlackBoard or ILL:*  Lasch, C. (1990 November). The invasion of family by the market. *The World & I*, 479-489*.*  Lasch, C. (1991). *The culture of narcissism: American life in an age of diminishing*  *expectations.* New York: W.W. Norton & Company, Inc. (pp.237-249 on BlackBoard)  Piechowski, L.D. (1992). Mental health and women’s multiple roles. *Families in Society, 73,*  131-141*.*  Red Horse, J.G. (1980). American Indian elders: Unifiers of Indian families. *Social*  *Casework, 61*, 490-497.  ***Paper II.*** |
| **Classes 15**  Old age, death & dying, bereavement; Linkage withSocial Institutions, Organizations, Community, and the Impact of Globalization.  ***Exam 2.***  \*Hutchison, Chapter 10  *On BlackBoard or ILL:*  Bharadwaj, L., Nilson, S., Judd-Henrey, I., Ouellette, G., Parenteau, L., Tournier, C. et al.  (2006). Waste disposal in First-Nations communities : The issues and steps  toward the future. *Journal of Environmental Health, 68*, 35-39.  Kellner, D. (2002). Theorizing globalization. *Sociological Theory,* 20(3), 285-305.  Ortiz, L., & Smith, G. (1999). The role of spirituality in empowerment practice. In W. Shera  & L.M. Wells (Eds.), *Empowerment practice in social work: Developing richer conceptual*  *frameworks* (307-319). Toronto, CA: Canadian Scholars Press.  Ritzer, G. (2003). Islands of the living dead: The social geography of McDonaldization.  *American Behavioral Scientist,* 47(2), 119-136.  Specht, H. (1986). Social support, social networks, social exchange and social work practice,  *Social Service Review, 60,* 218 – 240.  Ungar, M. (2003). Deep ecology and the roots of resilience: The importance of setting in  Outdoor experience-based programming for at-risk children. *Critical Social Work,*  *3*(1), 18-43.  ***Final Exam*** |

XX. Library Information:

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

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

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

Database List <http://www.uta.edu/library/databases/index.php>

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

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

E-Journals <http://liblink.uta.edu/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](http://ask.uta.edu/)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> . If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at [sbeckett@uta.edu](mailto:sbeckett@uta.edu) or at 817.272.0923.