



UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2015

Course Title: Human Behavior and the Social Environment II

Course Prefix/Number/Section: SOCW 3302: 002

Instructor Name: Noelle L. Fields, PhD, LCSW

Office Number: Building A, Room 112B

Phone Number: Email only

Email Address: noellefields@uta.edu

Office Hours: Tuesday/Thursday, 12:30 – 2:00 pm

Day and Time (if applicable): Tuesday/Thursday 11:00 am - 12:20 pm

Location (Building/Classroom Number): SWCA 308

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):

The second of two required human behavior courses that explore, within the context of a strengths and empowerment based perspective, knowledge of the bio-psycho-social development of persons from adulthood to death.

B. Measurable Student Learning Outcomes – Core Competencies and Practice Behaviors:

Human Behavior and the Social Environment II

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:

(a) 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. 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:

(a) 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:

(a) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

(c) 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:

(a) 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:

(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

(b) 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:

(a) 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, E.D. (2011). *Dimensions of human behavior: The changing life course* (4th ed.). Thousand Oaks, CA: Sage Publications.

Other required readings are listed weekly on the syllabus. Copies of these readings are available on Blackboard.

D. Major Course Assignments & Examinations:

E. Exams (3) – Each exam is worth 20 points toward final grade

Addresses Core Competencies and Practice Behaviors:

EPAs 2.1.2 (a), 2.1.4 (c), 2.1.6 (a), 2.1.7 (b)

Three examinations will be given during the semester. The final exam (Exam #3) WILL BE comprehensive/cumulative. Exam material will come from lectures, assigned readings, and any handouts given in class. All exams will be fully online and given on Blackboard. Exam access will close at end of due periods. Exams may not be completed late without extreme reason at discretion of the instructor. Access will require special action by the instructor. Grading penalties may be incurred even if late access is permitted. See assignment details on the exams on Blackboard.

II. Multidimensional Assessment Paper - 20 points toward final grade

Addresses Core Competencies and Practice Behaviors:

EPAs 2.1.3 (a), 2.1.6 (a), 2.1.7 (a), 2.1.9 (a)

Each student will be writing a Multidimensional Assessment Paper for the individual/case of your choosing **from among 3 case options provided by the course instructor.** Your assessment/essay should demonstrate theories and concepts from your text and class meetings, as well as your own insights from a social work perspective. The case study will comment on how person-in-environment, biopsychosocial, sociocultural, and life stages reflect understanding of the person with specific attention to issues of diversity. See assignment details on the multidimensional assessment/essay on Blackboard.

III. “Babies” documentary film assignment – 5 points toward final grade

Addresses Core Competencies and Practice Behaviors:

EPAs 2.1.2 (a), 2.1.3 (a), 2.1.4 (a), 2.1.7 (b)

Students will view the documentary, “Babies” in class and will submit a written response paper to several questions related to the film. This assignment will require students to apply knowledge related to infant development content presented in the film as well as examine/discuss issues of diversity and ethics as they relate to human development. See assignment details on Blackboard.

IV. “Caregiver” film assignment- 5 points toward final grade

Addresses Core Competencies and Practice Behaviors:

EPAs 2.1.2 (a), 2.1.3 (a), 2.1.4 (a), 2.1.7 (b)

Students will view the film, “Caregivers” in class and will submit a written response paper to several questions related to the film. This assignment will require students to apply knowledge related to the caregiving and aging content in the film. See assignment details on Blackboard.

IV. Participation – 10 points toward final grade

Addresses Core Competencies and Practice Behaviors:

EPAs 2.1.2 (a), 2.1.3 (a), 2.1.4 (b), 2.1.7 (b), 2.1.9 (a)

Class participation is graded on the following criteria: contributions to class discussion on subject matter presented, and attendance. It is important for students to come to class prepared to take part in class discussions. In addition, each student is allowed up to three (3) absences without grade reduction penalty. Each absence after the third (3rd) absence will result in a 5 point reduction in participation grade per absence. (e.g. absence #4 = 95, absence #5=90, etc.)

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.

90 and Above	A	60 - 69.9	D
80 - 89.9	B	Below 60	F
70 –79.9	C		

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. Plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own – i.e., using direct sentences written by others) will result in a failing grade for the course.

Students are expected to complete assignments prior to each deadline. 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. Arrangements extending deadlines for individual students are made only on the basis of unusual circumstances generally considered to be outside of an individual's control, and only at the instructor's discretion. See specific assignment guidelines on Blackboard for details regarding due dates.

Assignment	Points
Exam #1	20
Exam #2	20
"Babies" response paper	5
"Caregivers" response paper	5
Multidimensional Assessment	20
Final Cumulative Exam	20
Attendance/participation	10
TOTAL POINTS: 100	

G. Make-Up Exam or Assignment Policy:

All assignments will be due on the date listed on the Course Schedule. **No assignment will be accepted after 5 days late.**

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: Students are expected to attend all class sessions. If you miss a class, it is your responsibility to obtain class notes and information from your classmates. Each student is allowed up to three (3) absences without grade reduction penalty. Each absence after the third (3rd) absence will result in a 5 point reduction in participation grade per absence. (e.g. absence #4 = 95, absence #5 = 90, etc.) Additionally, it is expected for students to be on time and not leave early. Repetitive lateness (e.g., 15 minutes late), as well as leaving class early, may affect your final attendance/participation grade.

You will be required to sign in on the attendance sheet that will circulate through class, half way through the class period. You are expected to be in class the entire class time. If it is necessary for you to be late or leave class early, please let me know in advance.

Throughout the semester, the instructor will give a 10-minute writing assignment related to the assigned journal article readings and/or textbook readings. These 10-minute "mini-

essay” assignments will be graded as a part of your overall participation grade. Please be advised that these “mini essay” assignments will be an integral part of your participation grade for this course.

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.

I. Professionalism and Courtesy

Please show your professionalism by turning off cell phones and/or putting them on “silent” mode before class begins; by not checking your email or texting during class; by not reading on your laptop or your iPad; by not sleeping, dozing, or checking your Facebook, twitter, instagram, etc.

J. 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.

	DATE	TOPIC	READINGS	ASSIGNMENT DUE
First Day of Class	Jan. 20	Introductions, Syllabus Review, Assignments	Syllabus on Blackboard and assignment details on Blackboard	
Week 1	Jan. 22	Life Course Perspective, Overview of theories	Ch. 1	
Week 2	Jan. 27	Key theories, psychological, social, biophysical	No new readings	
Week 2	Jan. 29	Key theories, psychological, social, biophysical (cont.)	No new readings	

Week 3	Feb. 3	Conception, pregnancy, childbirth	Ch. 2	
Week 3	Feb. 5	Infancy and toddlerhood	Ch. 3	
Week 4	Feb. 10	Infancy and toddlerhood (cont).	On Blackboard (2 readings): Lieberman, F. A., & Knorr, K. (2007) Carlson, V.J., Feng, X., & Harwood, R.L. (2004)	
Week 4	Feb. 12	Infancy and toddlerhood (cont.)	On Blackboard: Dozier et al. (2009)	
Week 5	Feb. 17	Watch in class the documentary film: "Babies" *Note this video takes 78 minutes to watch and our class session is 78 minutes long- be on time or be early!	No new readings	"Babies" response paper is due by 11:59 p.m. on Sunday, Feb. 22 to Blackboard
Week 5	Feb. 19	Early childhood	Ch. 4	
Week 6	Feb. 24	Early childhood, continued	On Blackboard: Coley, R., Lewin-Bizan, S., & Carrano, J. (2011).	
Week 6	Feb. 26	Early childhood, continued	On Blackboard: Haight, W.L. (1998)	Exam #1 to be completed on Blackboard by 11:59 p.m. on Sunday, March 1
Week 7	March 3	Middle childhood	Ch. 5	
Week 7	March 5	Middle childhood (cont).	On Blackboard: Mishna, F., Saini, M., & Solomon, S. (2009)	
Week 8	March 10	Spring Break- no class		

Week 8	March 12	Spring break – no class		
Week 9	March 17	Adolescence	Ch. 6	
Week 9	March 19	Adolescence (cont.)	On Blackboard: Zimmer-Gembeck, M., & Skinner, E. (2008)	
Week 10	March 24	Adolescence (cont.)	On Blackboard: Saltzburg, S. (2004)	
Week 10	March 26	Young adulthood	Ch. 7	Multidimensional assessment due by 11:59 p.m. on Sunday, March 29th. Upload your paper to Blackboard.
Week 11	March 31	Young adulthood (cont.)	On Blackboard: Arnett, J. (2000)	
Week 11	April 2	Young adulthood (cont.)	On Blackboard: Settersten Jr., R. A., & Ray, B. (2010)	Exam #2 to be completed on Blackboard by 11:59 p.m. on Sunday, April 5
Week 12	April 7	Middle adulthood	Ch. 8	
Week 12	April 9	Middle adulthood (cont.)	On Blackboard: Riley, L.D., & Bowen, C. (2005)	
Week 13	April 14	Late adulthood	Ch. 9	
Week 13	April 16	Late adulthood (cont.)	On Blackboard: Stelle, C., Fruhauf, C.A., Orel, N., & Landry-Meyer, L. (2010)	

Week 14	April 21	Late adulthood (cont).	On Blackboard: Hrostowski, S., & Rehner, T. (2012)	
Week 14	April 23	Very late adulthood	Ch. 10	
Week 15	April 28	Very late adulthood (cont.) We will be watching the film “Caregivers,” in class.	No new readings.	“Caregivers” response paper is due by 11:59 p.m. on Sunday, May 3 to Blackboard
Week 15	April 30	Very late adulthood (cont.)	On Blackboard: Fenge, L. (2013)	
Week 16	May 5	Very late adulthood (cont).	On Blackboard: Schroepfer, T. A. (2007)	
Week 16	May 7	Last day of class	No new readings	Your Final Exam is scheduled on May 12 (taken online through Blackboard- due by 11:59 pm

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.*

K. Types of Instruction and Learning Environment

A variety of teaching methods will be used in this course including: lectures, discussions, movies, multi-media, learning-based assignments, readings, and small group activities. Students will be engaged with materials and activities presented through Blackboard as well as materials presented during our scheduled class period and in the course of completing assigned readings.

Our in-class learning environment will be based on three values that are central to the Social Work Code of Ethics:

- ***Dignity & Worth of the Person***—Each person in this class brings a unique set of skills, perspectives, and life experiences that enrich the learning environment. The learning process requires a certain degree of risk taking, and although each of us assumes responsibility for our own learning, we support and respect one another’s

efforts at experimentation with new ideas and learning challenges.

- ***Importance of Human Relationships***—Mutual respect is a cornerstone of healthy social interactions and working relationships. As members of this class we will treat one another respectfully, even though our values and opinions may differ.
- ***Confidentiality and Privacy***—Self-disclosure will be minimized in the classroom in order to respect the privacy rights of significant others in our lives; when we share information about ourselves, we also (incidentally or intentionally) share information about our family and friends.

L. 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.

M. Use of Blackboard

The use of Blackboard will be a central feature in our class. Some key things to note:

- The “content” section of the Blackboard system will include the syllabus, details on all assignments, Powerpoint® slides, and more.
- Announcements will be made routinely using the Blackboard “announcements” system. It is each student’s responsibility to check for announcements on a routine basis.
- The instructor will post lecture OUTLINES on Blackboard. These OUTLINES do not take the place of lecture and discussion participation. Many additional details and learning experiences will be included in each class period other than are available in these lecture OUTLINES.
- An individual’s difficulties with Blackboard will not constitute a valid basis for avoiding late assignment penalties. System-wide difficulties may be taken into consideration, should they arise. It is therefore recommended that you not wait until the last minute to meet submission deadlines.

N. Grade Grievance Policy:

See BSW/MSW Program Manual.

O. 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.

P. 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

Q. 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.

R. 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/>).

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

T. 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.

U. 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.

V. 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>.

W. 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>.

X. 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.

Y. 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 Gambrell (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.