



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Summer 11-week 2016

Course Title: Human Behavior and the Social Environment II

Course Prefix/Number/Section: SOCW 3302-002

Instructor Name: Noelle Fields, PhD, LCSW

Faculty Position: Assistant Professor

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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)

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

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

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

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

E. Major Course Assignments & Examinations

I. EXAMS (3) – 60% of 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, films, video clips, and any handouts provided on Blackboard. 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 review guides and assignment overviews for the exams on Blackboard.

II. MULTIDIMENSIONAL ASSESSMENT PAPER - 20% of 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 and grading rubric on the multidimensional assessment/essay on Blackboard.

III. DISCUSSION FORUM - 20% of Final Grade

Discussion Forum (20 points – 10 posts worth 2 points each)

Due: Thursdays at 11:59 pm; Second posts if required due on Saturdays at 11:59 pm

Addresses Core Competencies and Practice Behaviors:

EPAS 2.1.2 (a), 2.1.3 (a), 2.1.4 (a,b,c), 2.1.6 (a), 2.1.7 (a,b)

There will be two discussion boards each week (please note the Personal Thoughts discussion is optional but highly recommended). Students will post short reflective comments on the discussion forum based on the weekly coursework. To help promote authentic and thoughtful responses to the posted question, during designated weeks, you will not be able to view other student's original posts until you have posted your discussion response. Your original posts are due on Thursdays at 11:59 pm on the week they are assigned. If the discussion requires a response/comment to another student's post, your second post will be due on Saturdays by 11:59 pm. **No late postings will be accepted.**

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 ten (10) 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. Exams must be completed on time and there will be no extension on any exam unless approved in writing at least 24 hours in advance by the instructor. See specific assignment guidelines on Blackboard for details regarding due dates.

Assignment	Points
Exam #1	20
Exam #2	20
Exam (final) #3	20
Multidimensional Assessment	20
Discussion Forums	20
TOTAL POINTS: 100	

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

All assignments will be due on the date listed on the Course Schedule. **No assignment will be accepted after 5 days late. Exams must be completed on time. There will be no extension on exams unless approved in writing at least 24 hours in advance by the instructor. No late postings to the discussion board will be accepted.**

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,

Participation in this course is measured by the discussion forums each week.

Participation is considered a crucial aspect of learning course material. Participation in this online 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 in a virtual format.

I. Course Schedule:

	DATE	TOPIC	READINGS	ASSIGNMENT DUE
Week 1	6/6	Introductions, Syllabus Review, Assignments, Life Course Perspective, Overview of theories- psychological, social, biophysical Conception, Pregnancy, Childbirth	Ch 1 Ch 2	
Week 2	6/13	Infancy and toddlerhood	Ch. 3 • <i>Additional readings on Blackboard:</i> • Liebermann & Knorr (2007) • Karlson, Feng, & Harwood (2004)	
Week 3	6/20	Infancy and toddlerhood	Ch. 3 (cont) • <i>Additional reading on Blackboard:</i> • Dozier et al. (2009)	
Week 4	6/27	Early childhood	Ch. 4 • <i>Additional readings on Blackboard:</i> • Coley et al. (2011) • Haight (1998)	Exam #1 is due Sunday, July 3rd by 11:59 p.m.
Week 5	7/4	Middle Childhood	Ch. 5 • <i>Additional reading on Blackboard:</i> • Mishna (2009)	
Week 6	7/11	Adolescence	Ch. 6 • <i>Additional readings on Blackboard:</i> • Zimmer-Gembeck (2008) • Saltzburg (2004)	
Week 7	7/18	Adolescence, young adulthood	Ch. 6 (cont), Ch. 7 • <i>Additional readings on Blackboard:</i> • Arnett (2000) • Settersten (2010)	Exam #2 is due by Sunday, July 24 at 11:59 p.m.

Week 8	7/25	Middle adulthood	Ch. 8 • <i>Additional reading on Blackboard:</i> • Riley (2005)	
Week 9	8/1	Late adulthood	Ch. 9 • <i>Additional readings on Blackboard:</i> • Stelle (2010) • Hrostowski (2012)	Multidimensional Assessment Paper due by Sunday, July 31st at 11:59 p.m.
Week 10	8/8	Late adulthood (cont), very late adulthood	Ch. 9 (cont), Ch. 10 • <i>Additional reading on Blackboard:</i> • Fenge (2013)	
Week 11	8/11 (last day of classes)	Very late adulthood	Ch. 10 • <i>Additional reading on Blackboard</i> • Schroepfer (2007)	Exam #3 (FINAL) is due Monday, August 15th by 11:59 p.m.

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 1-800-2-3-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.uta.edu/library/help/subject-librarians.php>

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

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://wweb.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.