Semester/Year: Fall 2016  
Course Title: Human Behavior and the Social Environment II  
Course Prefix/Number/Section: SOCW 3302-002  
Instructor Name: LaShaunn Bold, LMSW  
Faculty Position: Assistant Professor in Practice  
Faculty Profile: //mentis.uta.edu/public/#profile/profile/edit/id/4  
Office Number: N/A  
Phone Number: UTA SSW (817) 272-3181  
Email Address: lashaunn@uta.edu  
Office Hours: Tu/Th by appointment  
Day and Time of Class (if applicable): Tu/Th 11:00am-12:20pm  
Location: 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. Description of Course Content  
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. 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 Textbooks and Other Course Materials

Readings will be assigned from the textbooks and may be augmented with class handouts. Additional readings may be assigned that are both relevant to course material and will enhance student learning. A combination of lecture, discussion and in-class and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course.


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations
**I. EXAMS (2) - 25% 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)

Two examinations will be given during the semester. The Final Exam (included in the 2 exams given) will NOT be comprehensive. Exam material will come from lectures, assigned readings, and any handouts given in class. Students complete the two exams online using Blackboard. If a student needs to take an exam in person for any reason, the student must schedule the time with the instructor no later than one week prior to the exam. Exam 1 is due on Blackboard Week 5. Exam 2 is due on Blackboard Week 16.

**II. GROUP PRESENTATION - 20% of Final Grade**

Addresses Core Competencies and Practice Behaviors:

EPAs 2.1.2 (a), 2.1.3 (a), 2.1.4 (a), 2.1.6 (a), 2.1.7 (b), 2.1.9 (a)

Working in small groups, students will prepare and present knowledge of a specific age group’s development within the social environment with special attention to diversity and risk and protective factors. Presentations will demonstrate knowledge of the life course perspective, as well as applicable human development theories covered in class, such as Erikson’s, Piaget’s, and Bowlby’s. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

**III. MAJOR PAPER CASE STUDY - 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)

All major writing assignments must be posted in a designated Safe Assign area on Blackboard. Papers will not be accepted by email or during class.

Each student will write a paper (i.e., creating a case study) describing a person while focusing on the life course perspective to reflect the understanding of the person. Students will also apply developmental theories in the description. 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. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

**IV. PARTICIPATION - 10 % of 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**

90 and Above = A

80 - 89.9 = B
70 – 79.9 = C
60 - 69.9 = D
Below 60 = F

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. All papers must follow APA guidelines. 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.

All assignments will be due on the date listed on the Course Schedule. Ten points will be deducted for late assignments. No assignment will be accepted after 5 days late.

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 Exams

Make-up exams will be provided at the instructor’s discretion and subject to a 10 point penalty. If you must miss an exam for an unavoidable reason, you must contact your instructor by email or phone before the time of the scheduled exam.

H. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section, I have established following 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.)

I. Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
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<tr>
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<tr>
<td>First Day of Class</td>
<td>8/25</td>
<td>Introductions, Syllabus Review, Assignments</td>
<td>Please bring your syllabus to class, either hard copy or on electronic device.</td>
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<tr>
<td><strong>Week 1</strong></td>
<td>8/30</td>
<td>Life Course Perspective Group Activity on Life Course</td>
<td>Ch. 1</td>
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<td>9/1</td>
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<td>Conception, Pregnancy, Childbirth Erikson’s Theory</td>
<td>Ch. 2 and Handout</td>
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<td><strong>Week 2</strong></td>
<td>9/6</td>
<td>Infancy and Toddlerhood Attachment Theory Video: Attachment Theory</td>
<td>Ch. 3 and Handout</td>
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<td>9/8</td>
<td></td>
<td>Early Childhood Piaget’s Cognitive Development</td>
<td>Ch. 4 and Handout</td>
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<td><strong>Week 3</strong></td>
<td>9/13</td>
<td>Review for Exam Exam I Online</td>
<td><strong>Exam #1 Online, Students do not attend class on 9/29/16 as they will take the Exam 1 online. Exam 1 is due by 11:59pm 9/29/16, no late exams will be accepted.</strong></td>
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<td>9/15</td>
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<td>Middle Childhood Video: Middle Childhood</td>
<td>Students do not &quot;attend in person&quot; class on 10/6/16. Students will complete an out of class assignment on Blackboard due by 10/6/16 11:59pm. This assignment is required, not optional.</td>
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<td><strong>Week 4</strong></td>
<td>9/20</td>
<td>Middle Childhood, continued Adolescence</td>
<td>Ch. 6</td>
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<td>9/22</td>
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<td>Adolescence, continued Video: Inside Teenage Brains</td>
<td>Ch. 6</td>
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<td><strong>Week 5</strong></td>
<td>10/4</td>
<td>Adolescence, cont. Young Adult Group Assignments and class time for groups</td>
<td>Ch. 7</td>
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<td>10/6</td>
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<td>Class time for groups</td>
<td>Ch. 7</td>
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<td><strong>Week 6</strong></td>
<td>11/1</td>
<td>Middle Adulthood Class time for groups</td>
<td>Ch. 8</td>
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<td>11/3</td>
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<td>Group Presentations</td>
<td><strong>Group Presentations</strong></td>
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<td><strong>Week 7</strong></td>
<td>11/8</td>
<td>Group Presentations Cont'd (if not completed)</td>
<td>Ch.9</td>
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<td>11/10</td>
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<td>Late Adulthood</td>
<td>Students are required to attend class Tuesday 11/22/16, but not on 11/24. <strong>Thanksgiving Holiday November 24 &amp; 25th.</strong></td>
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<td><strong>Week 8</strong></td>
<td>11/15</td>
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<td>11/17</td>
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<td><strong>Week 9</strong></td>
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<td>11/4</td>
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<td><strong>Week 10</strong></td>
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<td>11/11</td>
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<td><strong>Week 11</strong></td>
<td>11/16</td>
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<td>11/18</td>
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<td><strong>Week 12</strong></td>
<td>11/21</td>
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<td>11/23</td>
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<tr>
<td><strong>Week 13</strong></td>
<td>11/27</td>
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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.

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 Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

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 oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). 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
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/aaao/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). Only those students who have officially documented a need for an accommodation will have their request honored. 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.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

**Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy
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.

R. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

S. 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 in their courses by 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. Additional information is available at https://www.uta.edu/conduct/.

T. 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.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other
students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, 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.