

TAYLOR UNIVERSITY
Social Work Department
Human Behavior in the Social Environment-SWK 441
Fall 2019

Cheryl Thompson, MSW, LCSW
Office: Reade 217B
Phone: (765) 998-5353
Email: cheryl_thompson@taylor.edu
Reade 220: Tuesdays/Thursdays 2:00pm-3:15pm

Office Hours:
Mon & Wed 2:00pm-3:30pm
Tues & Thurs 10:00am-12:00pm
Or by appointment

Prerequisites: PSY 250; BIO 244; SWK 362 and SWK 354

Course Description: Have you ever wondered why individuals act or behave in a certain way? This course will critically evaluate this question using a multifaceted theory approach to examine the interaction of individuals, families, groups, organizations and communities. Emphasis is placed on the significant influences of biological, psychological, social, and cultural forces throughout the life span. This class is designed to prepare students for multi-dimensional assessments that will be required for their senior practicum and generalist practice after graduation. Social work major requirement. (3 credit hours)

Course Objectives

By the end of this course, students will be able to:

1. Explain and apply basic principles of the ecosystems approach and related bio-psycho-social-spiritual and cultural concepts to analyze individuals, families, groups, organizations and communities
2. Identify and explain the inter-relatedness of micro, mezzo, and macro systems
3. Evaluate and utilize the various human behavior and social environment conceptual frameworks to guide the process of assessment, intervention and evaluation
4. Understand the forms and mechanisms of oppression and discrimination
5. Demonstrate understanding of human diversity, human rights and social and economic justice issues
6. Recognize personal values that impact clients, colleagues and constituencies and demonstrate the ability to articulate professional values and ethics
7. Utilize professional written and oral communication skills for social work practice

Program Overview:

Social Work Department Mission: The mission of the Taylor University social work program is to develop empowered lifelong learners who are able to minister the redemptive love of Jesus Christ and promote social justice for the well-being of individuals, groups, and communities globally.

- Goal 1: The social work program will prepare baccalaureate-level social workers to become competent and effective beginning generalist practitioners in accordance with the CSWE core competencies, which include formal and/or informal lifelong learning.

- Goal 2: The social work program will integrate Christian values with professional social work values to challenge worldviews, personal beliefs, and societal constructs.
- Goal 3: The social work program will globalize student perspectives regarding issues and resources of diverse, vulnerable, and marginalized population groups.

Course Competencies:

This course is designed to meet the following social work competencies required by the Council on Social Work Education (CSWE), the organization responsible for accrediting the Taylor University Social Work program:

- *Engage Diversity and Difference in Practice* – For this competency, the students will engage with the skills of understanding diversity, the importance of diversity and differences on every level of practice (micro, mezzo and macro) and will present themselves as learners of diversity in their profession as well as how to advocate for the at-risk /populations/ groups of such a diverse population (**Competency 2**). (knowledge, cognitive and affective reactions)
- *Advance Human Rights and Social, Economic, and Environmental Justice* – For this competency, the students will engage with the skills of understanding all the human rights and how to engage in practices that promote such rights locally, nationally and globally. All the injustices (social, economic, political, environmental...) will be the focus of such understanding (**Competency 3**). (knowledge, skills, cognitive and affective reactions)
- *Engage in Practice-informed Research and Research-informed Practice* – For this competency, the students will engage with the skills of conducting research on issues affecting people and use the results to plan for programs using the planned change model to advance the well-being of the communities they will work for. They will also engage with the skills of critical thinking in regard to research and subsequent results (**Competency 4**). (knowledge, skills, cognitive and affective reactions)
- *Engage with Individuals, Families, Groups, Organizations, and Communities* – For this competency, the students will engage with the skills of engaging their clients by understanding the theories of human behavior and the social environment in order to advance practice effectiveness (**Competency 6**). (knowledge, values, skills, cognitive and affective reactions)
- *Assess Individuals, Families, Groups, Organizations, and Communities* - For this competency, the students will engage with the skills and methods of assessing diverse clients and constituencies to identify client needs while utilizing inter-professional collaboration to advance practice effectiveness (**Competency 7**). (knowledge, values, skills, cognitive and affective reactions)
- *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities* – For this competency, the students will engage with the skills of qualitative and quantitative methods of evaluating outcomes and practice effectiveness (**Competency 9**). (knowledge, values, skills, cognitive and affective reactions)

Texts:

Rogers, A.T. (2016). *Human behavior in the social environment: Perspectives on development, the life course, and macro contexts*. New York: Routledge.

Course Policies:

Attendance

Class attendance is an essential part of the learning process. Students are expected to actively participate in the classroom experience.

Unexcused absences – Each student is allowed two (2) absences throughout the semester. Additional absences will result in lowering the final grade by 3% for each additional absence.

Tardiness (coming late or leaving early) is regarded as a form of absence; three acts of tardiness will constitute one absence.

Excused absences – To obtain an excused absence, follow Taylor University protocol to submit documentation. This will provide the instructor with the necessary notification.

Late work

Timeliness of completing course assignments and readings are crucial to the learning experience. Late assignments will be penalized at the rate of five (5) points per day.

Electronic devices

Unless you are using an electronic device to actively engage in the class, such as to access course readings, take notes, or participate in a class related activity, please do not use cell phones, computers, or electronic devices during class.

Disability Accommodations

If you have a documented disability that requires accommodations, please contact me to set up a time to discuss your needs.

Participation

Active participation is a vital component for learning in this course and each student is strongly encouraged and expected to participate in classroom discussions and exercises.

Final Exam

In light of Senior Comps, there will be no final exam in this class.

Academic Integrity:

- In an instructional setting, **plagiarism** occurs when a person presents or submits work that includes someone else's ideas, language, or other (not common-knowledge) material without giving appropriate credit to the source. Plagiarism will not be tolerated and may result in failing this course and may result in further consequences as stipulated in the Taylor catalogue. **Common knowledge** means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.
- **Academic dishonesty** constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to, denial of credit in a course as well as dismissal from the University. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. Please see the catalogue for a complete statement.

Academic Resources:

Academic support services are accessible through the blackboard course. Additionally, here is contact information for some of these services:

- Academic Enrichment Center: aecenter@taylor.edu
- Peer tutoring services: dnurkkala@taylor.edu
- Students with disabilities support services: kntaylor@taylor.edu

Writing Center:

I encourage you to access the tutoring services offered by the TU Writing Center, located in Zondervan 132. Writing Center tutors can help you on all of your writing in any stage of your writing process, but

they will usually focus on content and organization before they look at grammar and style. Expect to be actively involved during your session, whether you are developing a better thesis, reorganizing your main points, or consulting a style manual to understand formatting rules. What to take with you:

- Your assignment sheet
- Two hard copies of your paper
- Your style manual (for the style required by this course)

To make an appointment at the writing center, go to taylor.mywconline.com.

Course Requirements:

1. Homework-There will be eight (8) homework assignments utilizing interactive online case studies, providing the opportunity to develop and practice skills through simulated situations and activities. Homework is posted on and submitted through blackboard. It is due prior to class meeting time.
 - Homework #1 (Due 8/29)
 - Homework #2 (Due 9/5)
 - Homework #3 (Due 9/12)
 - Homework #4 (Due 9/19)
 - Homework #5 (Due 10/10)
 - Homework #6 (Due 10/17)
 - Homework #7 (Due 10/31)
 - Homework #8 (Due 11/07)
2. Multi-Dimensional Assessment Project - Write a 7-10 page multi-dimensional assessment. Assessment is the second stage in the planned change process and a key component of understanding and assisting clients. For this assignment, you will read a memoir/biography from the approved list and choose an individual from the book for your assessment. An initial proposal identifying who you intend to assess as well as a class presentation of your assessment will also be aspects to this project. A handout of instructions and approved book list will be provided and posted on blackboard. Rubrics will be provided.
3. Competency paper for HBSE - Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities. Students will write a 5-7 page paper explaining this competency. Students will participate in a discussion board to formulate and conceptualize this paper. The full competency 7 description and rubric will be provided.
4. Exams -There will be three (3) tests based on the class presentations, readings, discussions, and activities.
5. Participation-This course is interactive, requiring participation with discussions and activities in the classroom as well as through a discussion board.

Grade allocations:

| | |
|---|-----|
| Homework (8 assignments) | 30% |
| Multi-Dimensional Assessment Project (3 parts) | 35% |
| • Written proposal (Due 9/15) | |
| • Written multi-dimensional assessment (Due 11/7) | |
| • Presentation (12/2 & 12/4) | |
| Competency 7 Paper (Due 10/20) | 10% |
| Exams (3) | 20% |
| Participation | 5% |

Assignment Due Dates:

| | |
|---------------------------------------|------------------|
| Homework #1 | 8/29 by 2pm |
| Homework #2 | 9/5 by 2pm |
| Homework #3 | 9/12 by 2pm |
| Multi-dimensional assessment proposal | 9/15 by 11:59pm |
| Homework #4 | 9/19 by 2pm |
| Homework #5 | 10/10 by 2pm |
| Discussion board Summary | 10/15 by 11:59pm |
| Comments | 10/17 by 11:59pm |
| Homework #6 | 10/17 by 2pm |
| Competency 5 paper | 10/20 by 11:59pm |
| Homework #7 | 10/31 by 2pm |
| Homework #8 | 11/7 by 2pm |
| Multi-dimensional assessment paper | 11/10 by 11:59pm |
| Multi-dimensional presentations | 12/3 & 12/5 |

Grading scale:

| | | | | | |
|--------|----|-------|----|-------|----|
| 93-100 | A | 80-82 | B- | 67-69 | D+ |
| 90-92 | A- | 77-79 | C+ | 63-66 | D |
| 87-89 | B+ | 73-76 | C | 60-62 | D- |

Course Outline:

| Date | Topic | Reading/Homework for class |
|------------------------|---|---|
| August 27 August 29 | Course introduction Human behavior | Chapter 1; Homework #1 |
| September 3 | Person in environment <ul style="list-style-type: none"> • Micro-mezzo-macro approach • Biopsychosocial approach • Systems theory | Chapter 2 pp. 23-43 |
| September 5 | Person in the environment <ul style="list-style-type: none"> • Ecological theory • Ecosystems theory • Strengths perspective • Intersectionality theory | Chapter 2 pp. 43-55; Homework #2 |
| September 10 | Biopsychosocial dimensions <ul style="list-style-type: none"> • Medical model • Trauma-informed approach & ACEs • Cognitive development theories | Chapter 3 pp. 58-82 |
| September 12 | Biopsychosocial dimensions <ul style="list-style-type: none"> • Psychodynamic theories • Behavioral & learning theories | Chapter 3 pp.82-97; Homework #3 |
| September 15 | <i>Multi-Dimensional Assessment Proposal due by Sunday at 11:59pm</i> | |
| September 17 | Biopsychosocial dimensions <ul style="list-style-type: none"> • Humanistic & existential theories • Spiritual development/assessments | Chapter 3 pp.97-102; |
| September 19 | Biopsychosocial dimensions <ul style="list-style-type: none"> • Review | Homework #4 |
| September 24 | Exam 1 | |
| September 26 | Practice skills | |
| October 1 | Practice skills | |
| October 3 | Practice skills | |
| October 8 | Sociocultural dimensions <ul style="list-style-type: none"> • Conflict theory • Functionalism • Symbolic interaction theory | Chapter 4 pp.105-126 |
| October 10 | Sociocultural Dimensions <ul style="list-style-type: none"> • Feminism • Culturalism | Chapter 4 pp. 126-137; Homework #5 |
| October 15 | Social Change Dimensions <ul style="list-style-type: none"> • Racism, discrimination, & oppression • Social & economic justice perspectives | Chapter 5 pp.140-159; Post to Comp 7 discussion board |

| | | |
|--------------------|--|--|
| October 17 | Social change dimensions <ul style="list-style-type: none"> • Social change and action perspectives • Community organization theories | Chapter 5 pp. 159-168; Homework #6; Post feedback to Comp 7 discussion board |
| October 20 | <i>Comp 7 Paper due Sunday by Sunday night at 11:59pm</i> | |
| October 22 | Review | |
| October 24 | Exam 2 | |
| October 29 | Emerging trends <ul style="list-style-type: none"> • Environmental issues • Disparities • Demographic shifts | Chapter 13 pp. 436-449 |
| October 31 | Emerging trends <ul style="list-style-type: none"> • Technology • Shifting cultural views | Chapter 13 pp. 449-458; Homework #7 |
| November 5 | Organizations <ul style="list-style-type: none"> • Social organizations • Conceptualizations | Chapter 16 pp. 537-545 |
| November 7 | Organizations <ul style="list-style-type: none"> • Organization types • Culture • Diversity • Ethical considerations | Chapter 16 pp. 546-560; Homework #8 |
| November 10 | <i>Multi-Dimensional Assessment due by Sunday night at 11:59pm</i> | |
| November 12 | Communities <ul style="list-style-type: none"> • Community types • Conceptualizations • Assessment & interventions | Chapter 17 pp. 564-579 |
| November 14 | Communities <ul style="list-style-type: none"> • Diverse problems & strengths • Ethical considerations | Chapter 17 pp. 579-590 |
| November 19 | Review | |
| November 21 | Exam 3 | |
| November 26 | Book discussions | |
| November 28 | THANKSGIVING | |
| December 3 | Presentations | |
| December 5 | Presentations | |