University of Texas at Arlington
School of Social Work

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Course Name & No.: Human Behavior and the Social Environment II
SOCW 3302 002, 003 : Summer 2011

Course Description
Description in catalog: One of three required human behavior courses that explores, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons and families from birth through death.

Expanded Description: The Council on Social Work Education (CSWE) requires that social work students attain knowledge in the Human Behavior and the Social Environment (HBSE) foundation courses on the biopsychosocial development of individuals and the range of social systems in which individuals live. It is the intent of this course to provide some of this knowledge. This course is one of three required human behavior courses in the BSW Program. The other courses are Human Behavior and the Social Environment I & Human Behavior and Diverse Populations. This course examines the behavioral and social science knowledge related to the development of individuals and families through their entire lives. It includes information about theories of development and behavior & biological research as it relates to development & behavior in social environments. Various theories will be discussed.

This course includes discussions on:
1. How culture and cultural identity affect development and behavior
2. Basic biological concepts that affect functioning & behavior
3. Diverse views that help understand issues of class, culture, ethnicity, oppression, at-risk populations, sexual orientation, social and economic justice

COMPETENCY-BASED PERFORMANCE OUTCOMES
1. By the end of the semester, students should be able to demonstrate the following practice behaviors, comprised of knowledge, values, and skills.
2. Apply critical thinking skills within the context of professional social work practice.
3. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
4. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
6. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
7. Graduates will engage in life-long learning and activities to update and improve professional knowledge and skills.
8. This course relates to and advances the program objectives by providing HBSE course content in the knowledge base and theories on human development of persons and families across the life span and across diverse environmental contexts.
9. Apply biopsychosocial development of individuals across the life course and as they live in families, groups, organizations, social institutions, and communities.
10. Apply evidence and theoretical frameworks for understanding human development and the interactions among various systems and between individuals and social systems.
11. Analyze the effect of social systems on human behavior as well as the impact of human behaviors on various social systems.
12. Recognize ways social systems promote or block the achievement and maintenance of optimal health and well-being. Strength’s based and empowerment-based approaches will be emphasized for the promotion of these goals.
13. Synthesize ways of evaluating theories and their applications to client situations. This will include identification of traditional and alternative assessment approaches and application of course content to practice, including clinical, community, and social welfare policy and services.
14. Recognize content on the promotion of social and economic justice (understanding the dynamics and consequences of human oppression and discrimination across the life span).
15. Recognize populations at risk (patterns and dynamics of discrimination, economic deprivation, and oppression on groups distinguished by age, ethnicity, class, sexual orientation, religion, and physical or mental ability and the impact of discrimination, economic deprivation, and oppression upon biopsychosocial development in members of these groups).
16. Apply content on diversity, including the differences and similarities in experiences, needs, and beliefs in groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.
17. Apply values and ethics regarding biopsychosocial theories and development evidence.

**Required Text:**

**Recommended Text:**

**EPAS Content Policy**

**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.

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<th>Grading</th>
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<td>Diversity, Values &amp; Ethics Paper</td>
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<td>Class Responsibility</td>
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**Grading in %**

90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
59 or below = F

**Assignments & Examinations**

**Exams:** There are 2 scheduled exams (see class schedule). Exams as weighted above. Exams will be multiple choice, true/false, short answer &/or essay. Exam questions can include material presented in readings, handouts, and discussions and will not be cumulative. Exams will be made available for 5 days starting on the identified day on the class schedule.

**Diversity, Values & Ethics Paper:** This paper is worth 20% of your total grade. Use the NASW Code of Ethics as a guide to identify the ethical dilemma that you would anticipate working with the individual used in your case study. This individual must be someone who is different from you in some way, for example they may be a different race/ethnicity, sexual orientation, have different values. Discuss what the ethical issues would be, how you would address them, cite a particular section of the code of ethics to
identified appropriate social work values. References must include at least 2 articles for peer-reviewed academic journals. Paper must be written using APA Style. Paper must be double spaced, typed, a minimum of 5 pages and maximum of 8 pages not including a title & reference page. Be sure to keep a copy of your papers on your computer or storage device. Stringing quotations together is NOT writing a paper. A paper this length should not include any quotations. However, one short quotation will be acceptable. A copy of your references must be attached to this paper. You do not have to attach a copy of the NASW Code of Ethics. Papers are to be electronically submitted by July 5th.

Case Study Paper: The case study paper is worth 30% of your grade. You must write a case study on one child, young adult, midlife adult, or older adult chosen from a movie, book or TV series of your choice. You must apply any 3 theories discussed in class to your client. Write about this individuals ethnicity, socioeconomic class, nationality, religion, physical & mental ability, development, & sexual orientation may affect this individuals behavior. This paper must include an in-depth assessment of the individual’s attributes, development and behavior. Write about how the client demonstrates each of the 3 theories, concepts & other factors listed. Write about how macro issues affect the overall status (physical, mental, socioeconomic) of this individual. How they enhance or hinder this person’s functioning in their social environment. Papers must be written in APA Style, typed, double spaced. References must include the text book, assigned class readings & a minimum of 2 peer reviewed academic journal articles. No popular or religious references may be used. The paper should be a minimum of 8 pages & a maximum of 12 pages, not counting reference page & title page. Be sure to keep a copy of your paper on your hard drive. Stringing several quotations is NOT writing a paper. A paper this length should not contain more than 1 quotation. You must attach a copy of your references to the paper when you turn it in. Papers are to be electronically submitted by August 1st.

Class Responsibility: Class responsibility is worth 10% of your grade. This is to be assessed through weekly discussions and/or wikiprojects in BlackBoard. Each week the student is expected to submit one substantial post related to the class readings or relevant material, as well as post a reply to another student’s post. The class responsibility will be assessed weekly.

Course Requirements, Expectations, and Class Policies:
1. Academic dishonesty will not be tolerated. Plagiarism is one form of academic dishonesty. Plagiarism is copying another person’s work, in whole or part, turning in someone else’s work as your own, taking ideas and class discussions and using them without citations or acknowledgments. Anyone involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person. Talking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Series 50101, Section 2.2).
2. Respect for others is one of the hallmarks of social work. Therefore, differences in values, opinions, and feelings of class members, professor and guest speakers will be respected. This includes avoidance of the use of language and actions that degrades or insults anyone present in the class, presenters, individuals viewed on video or portrayed in books. No verbal and/or physical abuse, lack of respect or harassment will be tolerated. Harassment, lack of respect and abuse to be determined by professor and will be referred to the university for disciplinary actions.
3. All assignments must be turned in on the designated due date. Late papers and assignments will be penalized one letter grade per day that they are late. No Late papers or assignments will receive a grade of A. Weekends and holidays count as late days. No excuses are accepted for late assignments and papers.
4. Attendance policy. Both class attendance and participation are important components of the course. Be in attendance in class when class begins. One missed class is a significant loss of instruction time.
Do not be late (which is distracting to the class). Punctuality is important in social work, and as well in social work education. Any student who has more than 4 unexcused absences will have one point taken off of their grade for class participation grade for every class they miss after their 4th unexcused absence. If a student is more than 10 min. late for more than 5 classes, ¼ point will be taken off of their class participation grade for every late class. If a student must be late because of scheduling/work/childcare, then they must tell me at the beginning of the semester.

5. Please refer to the UTA Drop policy in the Catalog. I will not remind anyone of the last day to drop the class. This is your responsibility. I will not drop you if you stop coming to class. I must receive official notification from the university that you have dropped before I can do so.

6. **Americans With Disabilities Act** The University of Texas at Arlington is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). You may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817)272-3364.

7. **Student support services** The University of Texas at 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

8. **Tutoring Services:** UT Arlington has made available a tutoring program whereby students pay $6.50 for a one-hour session. The university pays the rest of the fee for the tutor. University Tutoring is available for all students.

9. Make-up Exam Policy: Exams must be taken at the time they are scheduled. Only a physician’s verification of illness or other verifiable excuses will be accepted. **Even with verification, any exam taken late will have a reduction of 5 points. This means that the highest grade possible is a 95.**

10. Grade Grievance Policy: Please refer to the Catalog.

11. Students are expected to complete all assigned readings.

12. Students are responsible for noting important dates including examination dates, due dates for papers and any homework and university dates for dropping/adding classes.

13. You may contact me through email or phone. It may take up to 48 hours for me to respond. Any emergency, call the social work office & they will contact me.
## Class Schedule & Outline (may change at any time without notice)

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<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tbody>
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<td>Week 1</td>
<td>Introduction of course</td>
<td>Ch. 1, 2</td>
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<tr>
<td>June 6</td>
<td>A Life Course Perspective</td>
<td>Ch. 2</td>
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<td></td>
<td>Conception, Pregnancy &amp;</td>
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<tr>
<td>Week 2</td>
<td>Conception/Pregnancy/Childbirth</td>
<td>Ch. 2</td>
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<tr>
<td>June 13</td>
<td>Infancy &amp; Toddlerhood</td>
<td>Ch. 3</td>
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<tr>
<td>Week 3</td>
<td>Early Childhood</td>
<td>Ch. 1, 2, 3</td>
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<tr>
<td>June 20</td>
<td>Middle Childhood</td>
<td>Ch. 4</td>
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<tr>
<td>Week 4</td>
<td><strong>Adolescence</strong></td>
<td>Ch. 5</td>
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<tr>
<td>June 27</td>
<td><em><strong>ETHICS PAPER DUE</strong></em></td>
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<tr>
<td>Week 5</td>
<td><strong>EXAM 1</strong>**</td>
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<tr>
<td>July 5</td>
<td>Young Adult</td>
<td>Ch. 7</td>
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<td>Week 6</td>
<td>Middle Adulthood</td>
<td>Ch. 8</td>
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<td>July 11</td>
<td>Late Adulthood</td>
<td>Ch. 9</td>
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<td>Week 9</td>
<td><strong>CASE STUDY PAPER DUE</strong></td>
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<td>Aug 1</td>
<td>Death &amp; Dying</td>
<td>Ch. 10</td>
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<td>Week 10</td>
<td><em><strong>EXAM 2</strong></em></td>
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<tr>
<td>Aug 8</td>
<td>The exam will be made available on Saturday the 13th and open till</td>
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<tr>
<td>Aug 13</td>
<td>Wednesday the 17th</td>
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## SELECTED BIBLIOGRAPHY


