

MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Fall 2012/2013
SW 520 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I

This document does not constitute a contract with the University, it contains guidelines.

Academic Term and Year:	Fall 2012
Course Prefix and Number	SW 520-02
Course Title:	Human Behavior and the Social Environment I
Credit Hours:	3
Days, Time and Location of Class:	Thursday, 6:00-8:4-p.m. Sutton Administration Building
Professor:	Dr. David Stoesz
Office Location:	Social Work Suite Department of Social Work Sutton Administration Building
Office Hours:	TBA
Office Phone Number:	(662) 254-3365
Main Office Number:	(662) 254-3365
E-Mail Address:	TBA
Prerequisite:	Admission to the MSW Program

Required Technology Skills:

Students in this class are expected to be efficient in the use of computers, the internet and PowerPoint.

CATALOG COURSE DESCRIPTION:

Human Behavior and the Social Environment 1. The first of two foundation courses which explores knowledge, theories and concepts about human development and behavior from birth to old age with a focus on micro level applications. (3).

COURSE DESCRIPTION:

This is the first of two foundation courses on Human Behavior in the Social Environment. This course explores theories, concepts and knowledge of human development and behavior from conception to old age. Focus is on the micro level although attention is also given to mezzo and macro levels. Major social and cultural institutions and their impact on individuals, families, groups and organizations are examined.

DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION STATEMENT

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES

1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. **Rural Competency: 2.1.11** Utilize appropriate interventions within a rural practice framework.

EXPECTED PRACTICE BEHAVIORS

Course Competencies:	Course Practice Behaviors	Assessment of Practice Behaviors
2.1.1. Identify as a professional social worker and conduct oneself accordingly.	a. advocate for client access to the services of social work; b. practice personal reflection and self-correction to assure continual professional development; c. attend to professional roles and boundaries; d. demonstrate professional demeanor in behavior, appearance, and communication.	1. Exams 2. Oral presentations 3. Class discussions
2.1.2. Apply social work ethical principles to guide professional practice.	a. recognize and manage personal values in a way that allows professional values to guide practice; b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	1. Exams 2. Oral presentations 3. Class discussions 4. Article reviews
2.1.5. Advance human rights and social and economic justice.	a. understand the forms and mechanisms of oppression and discrimination.	1. Exams 2. Oral presentations 3. Class discussions 4. Role plays 5. Article reviews
2.1.7. Apply knowledge of human behavior and the social environment.	a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and b. critique and apply knowledge to understand person and environment.	1. Exams 2. Oral presentations 3. Class discussions 4. Role plays 5. Individual awareness paper
2.1.11. Utilize appropriate intervention within a rural practice framework.	a. recognizes the impact of the rural environment on service delivery in rural communities; b. utilizes knowledge of rural communities to develop appropriate interventions and services for clients in rural communities.	1. Exams 2. Oral presentations 3. Class discussions 4. Role plays 5. Article reviews 6. Individual awareness paper

COURSE REQUIREMENTS

Required Textbooks:

Longres, J.F. (2000). *Human behavior in the social environment*. Itasca, IL: E.E. Peacock.

Greene, R.R. (2008). *Human Behavior theory and social work practice (Modern applications of Social Work)*. Third Ed. New York: Walter de Gruyter, Inc.

Supplementary materials: Journal articles as assigned by the instructor.

Class Attendance Policy:

Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable

settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair. (See page 33 for examples).

Make-Up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

The teaching/learning strategies used in this course include the following activities:

1. The Lecture - This format is used for presentation of new material and knowledge.
2. Student Discussions- Students must demonstrate an ability to critically discuss course content and generalist practice methods.
3. Role plays, mock interviews and other experiential exercises.
4. Exams – Students performance on exams will exemplify the extent to which students have mastered the course content.
5. Supplemental materials – Students will use the supplemental material and suggested textbooks to enhance the overall course learning experience.

Required Tasks/Activities:

Assignments:

- A. Individual awareness paper; to include abstract and bibliography. A minimum of 10 references are required. In the paper students should apply human development and human behavior theories to discuss *their own personal development over their life cycle*. The paper should include significant events that occurred in your life at each stage of development and discuss how the events influenced your development and or behavior. The paper should follow the following format:
 - I. Introduction
 - II. Description of your Family of Origin
 - III. Early Childhood
 - IV. Grade School Years
 - V. Adolescence
 - VI. Young Adulthood
 - VII. Middle Age (if applicable)
 - VIII. Later Life (if applicable)
 - IX. Conclusion – An assessment of yourself at your current stage of development

This assignment is worth 100 points and is due November 20, 2012

- B. PowerPoint presentations on chapters from class textbook. This will be a group project. The class will divide into 4 groups, with 5 members in each group. Each group will be responsible for reading and presenting a PowerPoint presentation for each assigned chapter. The grade for this assignment will be based upon the quality of the PowerPoint presentation and the level of detail presented in the presentation. Each group will develop

10 multiple questions for their chapter presentation. The answers for each question should be presented along with the page location where the answer can be found. Each PowerPoint presentation is worth 100 points. Each member of the class is responsible for reading each chapter. The final exam will include questions from the PowerPoint presentations.

- C. Article reviews: Students will turn in seven (7) two (2) page article reports from current professional journals that are no more than five (5) years old. The report will address the following questions: **1)** What is the article about? **2)** How does the article relate to the theory you have chosen (different theory for each article)? **3)** How does the article relate to your professional involvement within the profession of social work? Your report should be typed, double-spaced, and follow APA guidelines regarding format, citations, and references. See Rubric for details of article reviews. These assignments will be due every other week starting August 27th.

Class attendance policy: Students are expected to attend all classes. At the beginning of the semester each student is awarded 100 points for attendance. Each time a student misses a class they will lose 10 points.

Evaluation Procedures:

Performance Standards/Grading Policy

Attendance			100
Individual Awareness Paper	1 @ 100 points.	=	100
PowerPoint Presentations	3 @ 100 points each	=	300
Article Reviews	7 @ 50 points each		350
Mid-Term Exam			100
Final Exam			100
Total		=	1050

Grading Scale

A	950-1050
B	850-949
C	750-849
D	650-749
F	550 & Below

*While a grade of “C” is passing, a student may not make more than two Cs in the Program.

**A grade of “D” is failing.

Americans with Disabilities Act (Special Needs Policy)

Students who believe that they may need accommodations in this class are encouraged to

contact the Americans with Disabilities (ADA) Coordinator at 662-254-3446.

It is the policy of the Department of Social Work to accommodate students with disabilities pursuant to federal and state law. Students, however, must self-identify with the ADA Coordinator at MVSU. Any student registered at the University with a disability and who needs special accommodations should inform the instructor at the beginning of the course.

COURSE ACTIVITIES:

<p>Week 1 August 23, 2012</p>	<p>Course Overview</p>
<p>Week 2 August 30, 2012</p>	<p>Unit 1 – A Critical Perspective on Social System</p> <ul style="list-style-type: none"> • Readings: Longres – Chapter 1 and 2 <p>The Critical Perspective</p> <ul style="list-style-type: none"> • Private Troubles vs. Public Issues/Blaming the Victim vs. Blaming Society • Populations at Risk • Strengths Perspective • Diversity and Cultural Relativity • Dual Nature of Social Work Practice: Micro and Macro Practice • Chapter 1, Group 1, Greene PP Presentation • Article review due
<p>Week 3 September 6, 2012</p>	<p>Readings:</p> <ul style="list-style-type: none"> • See, L. (1998) – Human Behavior Theory and the African American Experience (Reserved in the Library) • Allen-Meares, P. & Lane, B (1993) Grounding social work practice in theory: Ecosystems. In J. B. Rauch (Ed.). Assessment: A Sourcebook in social work practice. Milwaukee: Families International <p>A Systems Approach to Human Behavior Social Systems Theory The Individual as a System</p> <ul style="list-style-type: none"> • Biophysical Domain • Psychological Domain • Spiritual Domain • Ecosystem Perspective • Chapter 2, Group 2, Greene PP Presentation
<p>Week 4 September 13, 2012</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Longres – Chapter 3 • See, L. (1998) – The Psychological Effects of Skin Color on African Americans’ Self Esteem (Reserved in Library) • Social Boundaries • Physical Environment • Functional Theory • Conflict Theory • Social Institutions • Chapter 3, Group 3 PP, Greene • Social Roles

	<ul style="list-style-type: none"> • The Diagnostic and Statistical Manual • Article review due
<p>Week 5 September 20, 2012</p>	<p>Unit II – Individual Development across the Life Span Readings:</p> <ul style="list-style-type: none"> • Longres – Chapter 15 • Theoretical Perspectives • The Psychological Perspective • Psychodynamic Theories <ul style="list-style-type: none"> Freudian Theory of Psychosexual Development Ego Psychology Object Relations • Cognitive Development <ul style="list-style-type: none"> Piaget’s Theory of Cognitive Development Kollberg’s Theory of the Development of Moral Judgment • Learning Theory <ul style="list-style-type: none"> Classical Conditioning Operant Conditioning Social Learning Theory • Chapter four, Group 4 PP, Greene • Article review due
<p>Week 6 September 27, 2012</p>	<p>Continuation of Week 5</p> <ul style="list-style-type: none"> • Chapter 5, Green, Group 1
<p>Week 7 October 4, 2012</p>	<p>Continuation of Week 6</p> <ul style="list-style-type: none"> • Chapter 6, Green, Group 2 • Article review due
<p>Week 8 October 11, 2012</p>	<p>Mid-Term</p> <ul style="list-style-type: none"> • Chapter 7, Green, Group 3
<p>Week 9 October 18, 2012</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Longres – Chapter 16 <p>Development across the Life Cycle</p> <ul style="list-style-type: none"> • Attachment Theory • Havighurst’s Developmental Tasks • Erickson’s States of Psychosocial Development • Prenatal Growth and Birth • Early Childhood Development • Chapter 8, Green, Group 4 • Article review due
<p>Week 10 October 25, 2012</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Longres – Chapter 16 • See, L. (1998) – Teenage Black Girls and Violence: Coming of Age in an Urban Environment (Reserved in Library) • See, L. (1998) – Substance Abuse Among African-American Children: A Developmental Framework for Identifying Intervention Strategies (Reserved in Library) • See, L. (1998) – African American Street Gangs: A Quest for Identity (Reserved in Library) • Adolescence • Chapter 9, Green, Group 1

	<ul style="list-style-type: none"> • Article review due
<p>Week 11 November 1, 2012</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Longres –Chapter 18 • Carlton-LaNey, I. (2005). – African Americans Aging in the Rural South: Stories of Faith, Family and Community • See, L. (1998) – The Adult Life Cycle of Poor African American Fathers (Reserved in Library) • See, Lee. (1998) – Young African American Grandmothers: A Missed Developmental State. • See, L. (1998) – Rational Emotive Therapy in the Process of Dying: Focus on Aged African Americans and Latinos <p>Early Adulthood Middle Age Later Adulthood Death and Dying</p>
<p>Week 12 November 8, 2012</p>	<p>Unit III – Family Life</p> <p>Readings:</p> <ul style="list-style-type: none"> • Longres – Chapter 8 • Carlton-LaNey, I. (2005) – African American Aging in the Rural South: Stories of Faith, Family and Community <p>The Family as a Social Institution Functions of the Family Variations in the Structure of Family Life Roles of Women, Children and the Elderly</p> <p>Article review due</p>
<p>Week 13 November 15, 2012</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Longres – Chapter 9 • See, L. (1998) – Enhancing the Resilience of African American Families. • See, L. (1998) – The Black Family in the 21st Century and the Church as an Action System: A Macro Perspective <p>Diversity in Family Lifestyles</p> <ul style="list-style-type: none"> • Social Class Differences • Racial and Ethnic Differences • Rural and Urban Differences
<p>Week 14 November 19-23, 2012</p>	<p>FALL BREAK/THANKSGIVING HOLIDAY</p>
<p>Week 15 November 29, 2012</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Longres – Chapter 12 <p>Theories</p> <ul style="list-style-type: none"> • Social Exchange Theory • Marxian Theory • Anomie • Symbolic Interaction • Labeling Theory
<p>Week 16 December 6, 2012</p>	<p>Final Exam</p>

RUBRIC

SW 520 Human Behavior in the Social Environment I Assignment Title: Article Review

Element/s of Article	Unsatisfactory Grade: (34 & below)	Satisfactory (35-39)	Proficient (40-45)	Exceptional (46-50)
Discuss the main theme of the article	Demonstrates no evidence of a meaningful framework for article	Establishes an average and predictable framework for article	Establishes a defensible framework for article analysis	Establishes clear and defensible framework for article
Discuss any diversity issues	Fails to present a meaningful rationale to support his/her topic, with NO examples of support for the chosen topic. Fails to evaluate strengths/weaknesses of article	Presents an average and predictable rationale to support his/her choice of topic, supported by 1 or more examples of only pros or only cons affecting the choice. Satisfactory evaluation of strengths and weaknesses of article	Presents a forceful rationale to support his/her topic, supported by 1 or more examples of both pros and cons of the choice. Solid logical evaluation of strengths and weaknesses of article	Presents coherent and convincing rationale to support his/her topic, supported by 2 or more examples of both pros and cons of the choice. Reflects realistically and evaluates critically strengths and weaknesses of article
How does this article relate to your professional involvement within the profession of Social Work?	Presents an elementary analysis and self-evaluation, or unrealistic strategies for assessment development.	Presents evidence-based strategies for assessment development	Demonstrates critical self-evaluation and presents proven strategies for assessment development	Demonstrates critical self-evaluation and presents evidence-based strategies for assessment development including a projected reading list
How does the article relate to your chosen theory?	Presents little or no evidence of the integration of chosen theory	Discusses at an average level the integration of chosen theory	Gives some examples of integrating chosen theory	Imaginatively integrates multiple aspects of chosen theory
Mechanics (includes use of APA)	Fails to use MVSU standards for written work and	Presents document in a respectable format and style, using MVSU standards and APA,	Presents document in a respectable format and style, using MVSU standards	Presents document in a respectable format and style; using MVSU standards and APA;

Element/s of Article	Unsatisfactory Grade: (34 & below)	Satisfactory (35-39)	Proficient (40-45)	Exceptional (46-50)
	assignments; NO references	but with numerous errors; average references	and APA; with minimal errors; good references	few if any errors; great references

RUBRIC

SW 520 Human Behavior in the Social Environment I Individual Awareness Paper

Element/s of Awareness Paper	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-90)	Exceptional (91-100)
Integrate research sources applicable to your topic	Demonstrates no evidence of a meaningful framework for paper; an underdeveloped analysis of his/her personal assessment as demonstrated by integration of NO external scholarly sources or viewpoints	Establishes an average and predictable framework for paper; and analyzes his/her personal assessment as characterized by integration of at least 1 external scholarly source and supporting views with no oppositional views	Establishes a defensible framework for analysis of research paper; and develops a logical and integrated analysis of his/her personal assessment as characterized by integration of at least 1 external scholarly source and both supporting views and oppositional views	Establishes clear and defensible framework for research paper that reflects a logical integration of his/her analysis of assessment as characterized by integration of at least 5 external scholarly sources and both supporting views and oppositional views
Evidence given of assessment, prevention, intervention, & evaluation	Fails to present a meaningful rationale to support his/her topic, with NO examples of support for the chosen topic. Fails to evaluate strengths/weaknesses	Presents an average and predictable rationale to support his/her choice of topic, supported by 1 or more examples of only pros or only cons affecting the choice. Satisfactory evaluation of strengths and weaknesses	Presents a forceful rationale to support his/her topic, supported by 1 or more examples of both pros and cons of the choice. Solid logical evaluation of strengths and weaknesses	Presents coherent and convincing rationale to support his/her topic, supported by 2 or more examples of both pros and cons of the choice. Reflects realistically and evaluates critically strengths and weaknesses
How does this paper relate to your professional involvement within the	Presents an elementary analysis and self-evaluation, or unrealistic strategies for assessment development.	Presents evidence-based strategies for assessment development	Demonstrates critical self-evaluation and presents proven strategies for assessment development	Demonstrates critical self-evaluation and presents evidence-based strategies for assessment development

Element/s of Awareness Paper	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-90)	Exceptional (91-100)
profession of Social Work?				including a projected reading list
Demonstrate competence of writing skills (includes use of APA)	Fails to use MVSU standards for written work and assignments; NO references	Presents document in a respectable format and style, using MVSU standards and APA, but with numerous errors; average references	Presents document in a respectable format and style, using MVSU standards and APA; with minimal errors; good references	Presents document in a respectable format and style; using MVSU standards and APA; few if any errors; great references

BIBLIOGRAPHY

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