MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL 2015-2016
SW 320 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:

Course Prefix and Number: SW 320

Course Title: Human Behavior & the Social Environment

Days, Time and Location of class: William Sutton Administration

Professor:

Office Location: William Sutton Administration Suite 218

Office Hours:

Office Phone Number:

Main Office Number   662-254-3365

Email Address:

Prerequisite: ED 102; SO 213

Required Technology Skills: Students in this class are expected to be efficient in the use of computers including the internet, and power point.

CATALOG COURSE DESCRIPTION

Study of the theories and research related to human behavior and the social environment as they relate to understanding and describing human similarity and diversity and interactional processes from conception to young adulthood.

COURSE DESCRIPTION

This course covers theories and concepts of human behavior and the social environmentas they relate to understanding and describing human similarity, diversity, and interactional processes from conception to young adulthood.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

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 Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students 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.

BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist 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 which incorporates the values and ethics of the profession.

COMPETENCIES

EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.

EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments**.**

EPAS Competency: 2.1.4 Engage diversity and difference in practice.

EPAS Competency: 2.1.5 Advance human rights and social and economic justice.

EPAS Competency: 2.1.6 Engage in research-informed practice and practice-informed research.

EPAS Competency: 2.1.7 Apply knowledge of human behavior and the social environment.

EPAS Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

EPAS Competency: 2.1.9 Respond to contexts that shape practice.

EPAS Competency: 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Rural Competency: 2.1.11: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 2.1.12: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

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.	- Advocate for client access to the services of social work; - Practice personal reflection and self-correction to assure continual professional development; - Attend to professional roles and boundaries; - Demonstrate professional demeanor in behavior, appearance, and communication.	Exams Oral Presentations Class Discussions Online Discussions
2.1.2. Apply social work ethical principles to guide professional practice.	- Recognize and manage personal values in a way that allows professional values to guide practice; - Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	Exams Oral Presentations Classroom Discussions Online Discussions
2.1.5. Advance human rights and social and economic justice.	-Understand the forms and mechanisms of oppression and discrimination.	Exams Oral Presentations Class Discussions Role plays
2.1.7. Apply knowledge of human behavior and the social environment.	- Utilize conceptual frameworks to guide the processes of assessment,	Exams Oral Presentations Class Discussions

	intervention, and evaluation; and - Critique and apply knowledge to understand person and environment.	Critical Analysis Paper
2.1.11. Utilize appropriate intervention within a rural practice framework.	- Recognizes the impact of the rural environment on service delivery in rural communities; - Utilizes knowledge of rural communities to develop appropriate interventions and services for clients in rural communities.	Exams Oral Presentations Class Discussions PP Presentation Online Discussions

COURSE REQUIREMENTS

Required Textbooks:

Zastrow, C. & Kirst-Ashman, K.K. (2015). *Understanding human behavior
        and the social environment. (10*th *ed.).* Boston, MA: Cengage Learning.

Class Attendance Policy:
Class attendance is required. 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.

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:

Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Required Tasks/Activities:

Critical Analysis of a HBSE Issue
Student groups should select a topic related to HBSE that is receiving a lot of attention in the media currently. Groups should prepare a paper and power point presentation regarding the selected topic. The paper and PowerPoint should be suitable for presentation at a professional conference.

Students should review the table of contents of the text book to determine if there is a chapter, or chapters, in the text that address their selected topic. Student will read that chapter in detail and then also read local and or national newspapers, magazines, professional journals, and conduct web searches for additional information (local is preferred) related to the selected topic and chapter. Note: the editorial pages of local papers are excellent sources for the ideological and value perspectives on social issues. Once the group has read the information, the group should do a paper and power point presentation related to their topic of interest. This should be a group project. Each group will present their Power Point in class as well as share them electronically with their classmates.

Evaluation Procedures:

Grading for this course will be based upon the following:

Critical Analysis of HBSE Issue	100 points
In Class PP Presentation of Paper:	100 points
Group Chapter PP Presentations	
4 groups of 3 for 3 PP Presentations	300 points
Five Exams	500 points
Attendance	100 points
Total Points for Class	1100 points

Performance Standards:

Grading Scale
990 – 1100 points = A
880 – 989 points = B
770 – 879 points = C
660 – 769 points = D
659 < points   = F

AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES

Week One	Course Overview, set up groups, review assignments and method of study. Chapter 1, Introduction to HBSE, theoretical approach to the study of HBSE. PP presentation by group 1	Class Discussion PowerPoint Presentation
Week Two	Chapter 1 of text, Biological Development in Infancy & Childhood. Life cycle development of children from infancy to 11 years old. PP Presentation by group 1.	PowerPoint Presentation
Week Three	Chapters 2, Text. Psychological Development in Infancy and Childhood. Theories of Psychological Development. PP presentation by group 2. Test questions for chapters 1& 2 to secretary due week 2. ***Exam 1, chapters 1 & 2.***	PowerPoint Presentation Exam
Week Four	Chapter 3, text. Social Development in Infancy and Childhood. PP presentations by group 3 of chapter 3. Test questions for chapters 3 & 4 due	PowerPoint Presentation Class Discussion

	to secretary.	
Week Five	Chapter 4, Text. PP presentation by group 4. *Exam 2, Chapters 3&4.*	PowerPoint Presentation Class Discussion Exam
Week Six	Chapter 5, text. PP presentation of chapter by group 5. Test Questions for chapters 5 & 6 due to secretary.	PowerPoint Presentation Class Discussion
Week Seven	*Midterm Exam 3, chapters 5 & 6.*	Exam
Week Eight	Chapter 6 of text. PP presentation by group 1.	PowerPoint Presentation Class Discussion
Week Nine	Chapter 7 of text. PP Presentation by group 2.	Presentation Class Discussion
Week Ten	Chapter 8 of text. Gender, gender identity, gender expression and sexism. Rape, sexual assaults and battered women. Presentation by group 3.	Group Presentation Class Discussion
Week Eleven	*Possible Catch Up Week Critical Analysis Paper and PP's Due 8 AM 11/1/16*. Chapter 9 of text. Biological aspects of young and middle adults. People living with Aids a population at risks. Presentation by group 4. *Exam 4, chapters 7 & 8.*	Group Presentation Class Discussion Exam
Week Twelve	*Critical Analysis Paper and PP's* Chapter 10 of text. Psychological aspects of young and middle adulthood. Maslow's hierarchy of needs. Presentation by group 5.	Group Presentation Class Discussion
Week Thirteen	*Critical Analysis Paper and PP's*	Written Paper

Week Fourteen	**Break**	
Week Fifteen	*Possible Catch Up Day.* Reading Days Thursday & Friday	Class Discussion
Week Sixteen	*Final exam. Chapters 9-10*	Exam

BIBLIOGRAPHY

Campo, J.V. (2012). Annual research review: Functional somatic symptoms and associated anxiety and depression - developmental psychopathology in pediatric practice. *Journal of Child Psychology & Psychiatry*, *53*(5), 575-592.

Conti-Ramsden, G., St Clair, M.C., Pickles, A., Durkin, K., Oetting, J., & Hadley, P. (2012). Developmental trajectories of verbal and nonverbal skills in individuals with a history of specific language impairment: From childhood to adolescence. *Journal of Speech, Language & Hearing Research*, *55*(6), 1716-1735.

Carlton-LaNey, I. (2005). *African Americans Aging in the Rural South: Stories of Faith, Family and Community*. Washington, DC: NASW Press.

Foltran, F., Gregori, D., Franchin, L., Verduci, E., & Giovannini, M. (2011). Effect of alcohol consumption in prenatal life, childhood, and adolescence on child development. *Nutrition Reviews*, *69*(11), 642-659.

Gale, C. R., Cooper, R., Craig, L., Elliott, J., Kuh, D., Richards, M., & García, A. (2012). Cognitive function in childhood and lifetime cognitive change in relation to mental wellbeing in four cohorts of older people. *Plos ONE*, *7*(9), 1-9.

Jaffee, S. R., Van Hulle, C., & Rodgers, J. L. (2011). Effects of nonmaternal care in the first 3 years on children's academic skills and behavioral functioning in childhood and early adolescence: A sibling comparison study. *Child Development*, *82*(4), 1076-1091.

Keegan, R. E. (2010). It's not how old you are, it's where you're at in life: Application of a lifespan framework to physical activity in examining community and environmental interventions. *Sport & Exercise Psychology Review*, *6*(1), 19-34.

Lerner, R. (2011). Self-regulation processes and thriving in childhood and adolescence: A view of the issues. *New Directions for Child & Adolescent Development*, *2011*(133), 1-9.

McConnell, M., & Moss, E. (2011). Attachment across the life span: Factors that contribute to stability and change. *Australian Journal of Educational & Developmental Psychology*, *11*60-77.

Lincoln, K.D, Chatters, L.M. & Taylor R.J. (2005). Social support, traumatic events, and depressive symptoms among African Americans. *Journal of Marriage and Family,* 67(3), 754-766.

Morey, L. C. (2010,). Personality disorders in childhood and adolescence: Conceptual challenges. *Journal of Psychopathology & Behavioral Assessment*. December, pp. 544-550.

Oberle, E. C. (2010). Understanding the link between social and emotional well-being and peer relations in early adolescence: Gender-specific predictors of peer acceptance. *Journal of Youth & Adolescence*, *39*(11), 1330-1342.

Saleeby, D. (2009). *The Strengths Perspective in Social Work Practice.* New York: Pearson.

Saraceno, L., Heron, J., Munafò, M., Craddock, N., & van den Bree, M. M. (2012). The relationship between childhood depressive symptoms and problem alcohol use in early adolescence: Findings from a large longitudinal population-based study. *Addiction*, *107*(3), 567-577.

Trentacosta, C. J., & Fine, S. E. (2010). Emotion, knowledge, social competence, and behavior problems in childhood and adolescence: A meta-analytic review. *Social Development*, *19*(1), 1-29.

Vámosi, M. M., Heitmann, B. L., & Kyvik, K. O. (2010). The relation between an adverse psychological and social environment in childhood and the development of adult obesity: a systematic literature review. *Obesity Reviews*, *11*(3), 177-184.

Wiesner, M., Capaldi, D., & Kim, H. (2012). General versus specific predictors of male arrest trajectories: A test of the Moffitt and Patterson Theories. *Journal of Youth & Adolescence*, *41*(2), 217-228.

Wray-Lake, L., Crouter, A. C., & McHale, S. M. (2010). Developmental patterns in decisionmaking autonomy across middle childhood and adolescence: European American parents' perspectives. *Child Development*, *81*(2), 636-651.