

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FALL 2016-2017  
SW 327 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II**

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

**Academic Term and Year:**

**Course Prefix and Number:** SW 327

**Course Title:** Human Behavior and the Social Environment II

**Days, Time and Location of class:** Blackboard

**Professor:**

**Office Location:** William Sutton Administration Suite 218

**Office Hours:**

**Office Phone Number:**

**Main Office Number:** 662-254-3365

**Email Address:** Use Blackboard Email

**Prerequisite:** SW 213, SW 320

**Required Technology Skills:** Basic computer, internet skills, Web 2.0 Technologies

**CATALOG COURSE DESCRIPTION**

Continuation of SW 320 with a focus on middle adulthood to end of life.

**COURSE DESCRIPTION**

This course studies the theories and research about human behavior and the social environment in understanding and describing human similarity, diversity and interactional processes from young adulthood to late 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
<p><b>EPAS Competency: 2.1.1</b> Identify as a professional social worker and conduct oneself accordingly.</p>	<p>Advocate for client access to the services of social work.</p> <p>Engage in career-long learning</p> <p>Demonstrate professional in behavior, appearance, and communication</p>	<p>1. Know your lawmakers 2. Evaluation of community program 3. Public meeting</p>
<p><b>EPAS Competency: 2.1.2</b> Apply social work ethical principles to guide professional practice.</p>	<p>Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</p>	<p>1. Class discussions 2. Exams</p>
<p><b>EPAS Competency: 2.1.3</b> Apply critical thinking to inform and communicate professional judgments.</p>	<p>Demonstrate effective oral and written communication in working with individuals, families, group, organizations, communities, and colleagues.</p>	<p>1. Class discussions 2. Oral presentation 3. Research paper</p>

<p><b>EPAS Competency:</b> <b>2.1.4</b> The students will <b>demonstrate</b> an understanding of diversity and difference in practice</p>	<p>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p>	<p>1. Class discussions 2.Exams</p>
<p><b>EPAS Competency:</b> <b>2.1.5</b> The students will <b>put into practice</b> the advancement of human rights and social and economic justice</p>	<p>Understand the forms and mechanisms of oppression and discrimination.  Advocate for human rights and social and economic justice.</p>	<p>1. Exams 2.Class discussions</p>
<p><b>EPAS Competency:</b> <b>2.1.6</b> The students will perform research-informed practice and practice-informed research.</p>	<p>Use research evidence to inform practice.</p>	<p>Research paper</p>
<p><b>EPAS Competency:</b> <b>2.1.7</b> The students will apply knowledge of human behavior and the social environment.</p>	<p>Critique and apply knowledge to understand person and environment.</p>	<p>1. Class discussion 2. Suicide assignment</p>
<p><b>Rural Competency:</b> <b>2.1.11 –</b> The students will <b>use</b> interventions that recognize the needs and strengths present in rural communities</p>	<p>Understand and use the appropriate intervention needed to address the strengths of individuals, families, groups, and communities in rural communities.</p>	<p>1. Class discussions 2. Exams</p>
<p><b>Rural Competency:</b> <b>2.1.12 –</b>  The students will <b>coordinate</b> interventions with social workers, related professions, leaders and citizens in</p>	<p>Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.</p>	<p>1. Class discussions 2. Exams 3. Suicide</p>

rural areas in order to develop resources and programs that enhance services for rural clients		
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## **COURSE REQUIREMENTS**

### **Required Textbooks:**

Zastrow, C. & Ashman, K. K. (2016). *Understanding human behavior and the social environment (10th ed.)*. Chicago: Nelson-Hall Publishing.

### **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:**

To successfully complete this course, students must undertake the following tasks/activities.

1. Each student is required to do a **research paper** on a theory of human development and behavior and an online **presentation** on the same theory.
2. Each student will create a homepage.
3. Each student will take quizzes and exams.
4. Elderly Assignment
5. Suicide Assignment

### **Evaluation Procedures:**

Two Essay@50	100 points
Suicide assignment	100 points
Syllabus quiz	50 points
Chapter exams (including midterm and final exams \$ @ 100	400 points
Research Paper	100 points
PowerPoint Presentation	100 points
Homepage	50 points

### **Performance Standards:**

Students will be evaluated according to class assignments, mid-term, final, and chapter examinations, research paper, PowerPoint presentation. Students will be expected to complete satisfactorily the assigned activities as listed above. Satisfactory completion includes adequate preparation prior to each class meeting.

The final grade assessed for each student will be determined using the following scales:

**900-800=A**  
**799-700=B**  
**699-600=C**  
**599-500=D**  
**Below 500=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](mailto:billy.benson@mvsu.edu).

## COURSE ACTIVITIES

<b>Week One</b>	Review of course syllabus and assignments
<b>Week Two</b>	Assigned Reading: Chapter 10: Biological Aspects of Young and Middle Adulthood Young Adulthood Middle Adulthood People Living with AIDS: A Population-at-Risk Syllabus quiz
<b>Week Three</b>	Assigned Reading: Chapter 11: Psychological Aspects of Young and Middle Adulthood Intimacy Versus Isolation Generativity Versus Stagnation Peck Theories of Psychological Development Levinson's Theories of Life Structure, Life Eras, and Transitions for Men Maslow's Hierarch of Needs Emotional intelligence Mezzo System Interactions: Nonverbal Communication Choice Theory Intuition Chemical Substance Use and Abuse Submission of Homepage
<b>Week Four</b>	Chapter Exam 1: Chapters 10 and 11
<b>Week Five</b>	Submission of Suicide Assignment
<b>Week Six</b>	Assigned Reading: Chapter 12: Sociological Aspects of Young and Middle Adulthood Interaction in Family Systems: Choosing a Personal Lifestyle Macro Social System Theories Poverty: Impacts of Social and Economic Force Family Mezzo System Problems Assessing and Intervening in Family Systems Social Work with Organizations Value Orientation in Organizational Decision Making Liberal, Conservative, and Developmental Perspectives on Human Service Organizations
<b>Week Seven</b>	Mid-Term Exam Chapter 12



<b>Week Eight</b>	Assigned Reading: Chapter 13: Sexual Orientation Homosexuality and Bisexuality Why are Some People Lesbian or Gay Lesbian and Gay Lifestyles Significant Issues and Life Events
<b>Week Nine</b>	Assigned Reading: Chapter 14: Biological Aspects of Later Adulthood What is Later Adulthood Diseases and Causes of Death Among Older People Life Expectancy Wellness: The Strengths Perspective
<b>Week Ten</b>	Chapter Exam 2: Chapters 13 & 14
<b>Week Eleven</b>	Assigned Reading: Chapter 15: Psychological Aspects of Later Adulthood Developmental Tasks of Later Adulthood Theoretical Concepts About Developmental Tasks in Later Adulthood Theories of Successful Aging: The Strengths Perspective The Impact of Life Events on Older People Guidelines for Positive Psychological Preparation for Later Adulthood: The Strengths Perspective Grief Management and Death Education
<b>Week Twelve</b>	Assigned Reading: Chapter 16: Sociological Aspects of Later Adulthood Older People: A Population-at-Risk Problems Faced by Older People Current Services: Macro System Responses Social Work with Older People Older People: A Powerful Political Force Changing A Macro System: Finding a Social Role for Older People
<b>Week Thirteen</b>	Submission of Research Paper
<b>Week Fourteen</b>	Break
<b>Week Fifteen</b>	Submission of Power Point Presentation
<b>Week Sixteen</b>	Reading days & Final Exam Chapters 15 & 16

## BIBLIOGRAPHY

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- Kail, R. V. & Cavanaugh, J. C. (2010). *Human development: A life-span view* (5th ed.). Belmont, AS: Brooks/Cole.
- Kendall, D. (2013). *Social Problem in a diverse society*. Boston, MA: Pearson.
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