MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SW 320 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

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Academic Term and Year        Fall 2012
Course Prefix and Number       SW 320
Course Title:                  SW 320 Human Behavior and the Social Environment I
Days, Time and Location of class: TR 8:00-9:15 a.m. WSB Room #202
Professor:                    Lucille Durham-Lacy
Office Location:              WSB Office 211
Office Hours:                 MW 8:00 a.m.- 11:00 a.m.
                               MW 2:15-3:15 p.m.
                               TR 11:00 a.m.- 12:00 p.m.
Office Phone Number:          662-254-3372 or 3365
E-mail address:               llacy@mvsu.edu
Prerequisite:                 ED 102, SO 213
Credit Hours:                 3

COURSE DESCRIPTION (CATALOG):

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.
DEPARTMENT OF SOCIAL WORK/BSW 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 environments. Baccalaureate students are prepared to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Baccalaureate social work education at Mississippi Valley State University is anchored in the “person-in-the-environment perspective.”

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 and the values and ethics of the profession.

Graduates of the Baccalaureate Social Work Program will:

EXPECTED STUDENT LEARNING OUTCOMES (Objectives):

Upon completion of this course, students are expected to be able to:

<table>
<thead>
<tr>
<th>At the conclusion of this course the student should be able to:</th>
<th>Assessment of Course Objectives:</th>
<th>Linkage of goals and program objectives to course outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use biological influences on human behavior in social work assessment activities with clients</td>
<td>1. Developmental Assessments 2. Examinations</td>
<td>G1 PO1, PO6 (B6), PO7</td>
</tr>
<tr>
<td>2. Apply cognitive, psychosocial and developmental milestones in assessment activities with clients</td>
<td>1. Developmental Assessments 2. Interview 3. Examinations</td>
<td>G1 PO1, PO6 (B6), PO7</td>
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<tr>
<td>3. Understand the development of self-concept and self-esteem in children, with especial attention paid to this development in minority children.</td>
<td>1. Developmental Assessment 2. Interview 3. Examination</td>
<td>G1, G2 PO1, PO2, PO3, PO7</td>
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<tr>
<td>4. Understand the concepts of learning theory as related to</td>
<td>1. Developmental Assessment</td>
<td>G1 PO1, PO7</td>
</tr>
<tr>
<td>Task Description</td>
<td>Method 1</td>
<td>Method 2</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>Effective Parenting</td>
<td>2. Interview</td>
<td>3. Examination</td>
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<tr>
<td>5. Demonstrate the impact of cultural diversity on human development</td>
<td>1. Developmental Assessment</td>
<td>2. Interview</td>
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<td>6. Discuss Piaget’s Theory of Cognitive Development, showing its relevance to generalist practice</td>
<td>1. Oral Presentations</td>
<td>2. Examinations</td>
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<td>7. Discuss identity formulation in adolescence using Erickson’s identity formation vs. role confusion model, and relate it to generalist social work practice</td>
<td>1. Developmental Assessment</td>
<td>2. Examinations</td>
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<td>8. Discuss Kohlberg’s theory of moral development and its cultural relevance to different populations.</td>
<td>1. Oral Presentations</td>
<td>2. Developmental Assessment</td>
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<td>9. Demonstrate an understanding of theories regarding individuals and families and the social environment.</td>
<td>1. Oral Presentations</td>
<td>2. Interviews</td>
</tr>
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<td>10. Demonstrate a use of professional oral and written communications regarding human development, behavior and the environment.</td>
<td>1. Oral Presentations</td>
<td>2. Interviews</td>
</tr>
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<td>11. Understand influences of rural environment on behavior and service needs</td>
<td>1. Examinations</td>
<td>2. Interviews</td>
</tr>
<tr>
<td>12. Understand the relationship between development in the early stages of life and existing social policies related to programs such as prenatal care, WIC and Head Start</td>
<td>1. Developmental Assessments</td>
<td>2. Interviews</td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS:

Required textbook:**


** All students must have a textbook for this course, as it is a road map to help students successfully navigate through the course.

CLASSROOM POLICIES

Class attendance policy: (*see attached policy)

Attendance: Students should be careful to limit their absences as much as possible. In order to receive credit for the courses, students must attend at least 75% of class meetings. More than three unexcused absences will affect your grade. **You are not expected to be late to class. However, please NOTE 3 tardies= one absence. A tardy is defined as being 5 minutes late for class. If you are more than 10 minutes late for class it is best that you consider not attending class so that you will not disturb the flow of class. If you are absent from class for any reason, you are responsible for all work you missed, as well as for any assignments made on the day(s) of your absences(s).

Cheating and plagiarism policy:

Cheating: Honesty is the best policy. Students found guilty of cheating will be subject to severe penalties, including a possible dismissal from the course with a failing grade.

Plagiarism: The purpose of documentation is to avoid the appearance of representing someone else’s work as yours. Such false representation is plagiarism. Let the interested reader consult your sources and check the accuracy of your investigation or carry on his/her own research. Students found guilty of plagiarism will be subject to severe penalties, including a failing grade for that assignment.

Make-Up examination policy:

All assignments may be accepted in advance. Guidelines for all homework assignments will be given to you in sufficient advance of the due date so that you will have plenty of time to work on each assignment. **No assignments will be accepted after the due date. All assignments must be submitted by 10 minutes after the start of class. (Please do not ask for special consideration).
Students may take a missed exam within five days under normal circumstances. More days will be allowed for certain situations. Students must have a valid excuse.

**Teaching/learning strategies:**

To accomplish the identified outcome of the course, the following methods of presentation will be utilized.

1. Lecture  
2. Class discussion  
3. Reading assignment  
4. Audio-Visual aids  
5. Class presentations

**Evaluation Procedures:**

Students will be evaluated according to class participation, assignments, exams, mid-term and final examination. Students will be expected to complete satisfactorily the assigned activities as listed above. Satisfactory completion includes adequate preparation prior to each class meeting.

**Performance Standards/Grading Policy:**

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

**Required Tasks/Activities:** To successfully complete this course, students must complete the following tasks/activities:

1. Each student is required to complete a developmental assessment (a hand out will be provided). (100 points)
2. Each student is required to do and oral presentation on a topic relevant to human behavior and the social environment. (A list of topics will be provided). (100 points)
3. Each student will take a syllabus quiz. (50 points)
4. Each student will take chapter quizzes which will include mid-term and final exams 4 @ 100 points each)
5. Each student is required to assessment a case regarding a potential suicide (100 points).
6. Each students will develop a student homepage (50 points).
7. Each students will participate in two on-line discussions (50 points each).

8. **Course Expectations:**

1. Arrive on time and remain for the entire class period.
2. Be prepared to participate in classroom discussions and activities. This means reading all assignments before you come to class.
3. In class discussions, assert your own views; treat personally sensitive matters carefully, ask questions, and listen respectfully to others’ perspectives.
4. Submit all assignments on time.
5. If you know you will be absent, notify the professor in advance by e-mail or phone (see the first page for details).

***You are expected to follow the format for references used in the current edition of American Psychological Association Publication Manual.

**American Disability Act (Special needs policy)**
The Mississippi Valley State University’s ADA (Americans with Disabilities Act) Office offers students with disabilities (as defined by the ADA definition of a disability) accommodations according to provided documentation. Disability may include learning, psychiatric, physical disabilities, or chronic health disorder. A disability is a permanent condition which substantially limits one or more major life activities. Please contact: MVSU ADA Office; Technical Education Building; Kathy Brownlow, ADA
MATERNITY POLICY:

It is the policy of this class to accommodate students in need of maternity leave. However, students must make arrangement with the professor to successfully complete this course. A progress plan must be completed by students before beginning maternity leave. A copy of this plan will be given to the student and placed in student’s folder. Students in need of leave should inform the professor at the beginning of the course.
IBLIOGRAPHY


