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

Academic Term and Year:	Fall 2012-2013
Course Prefix and Number	SW 520.01
Course Title:	Human Behavior and the Social Environment I
Credit Hours:	3
Days, Time and Location of class:	Tuesday, 6:00-8:40; William Sutton Administration Building #202
Professor:	Mohammad Rafiqul Hoque, Ph.D.
Office Location:	Social Work Suite # 213, William Sutton Administration Building
Office Hours:	Tuesday: 9:00 a.m. to 12:00 noon, 5:30 p.m. to 6:00 p.m.; Wednesday: 1:00 p.m. to 4:00 p.m., 5:30 p.m. to 6:00 p.m.; Thursday: 9:00 a.m. to 12:00 noon & Other times by appointment only
Office Phone Number:	(662) 254-3371
Main Office Number	(662) 254-3365
Email Address:	mhoque@mvsu.edu
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	a. advocate for client access to the services of social	1. Exams

professional social worker and conduct oneself accordingly.	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.	2. Class discussions 3. Article reviews
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. Class discussions 3. 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. Class discussions 3. 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. Class discussions 3. Article reviews 4. 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. Class discussions 3. Article reviews 4. Individual awareness paper

COURSE REQUIREMENTS

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

Supplementary materials: Journal articles as assigned by the instructor.
Chapter 7: Human Behavior in Nichols, Quienton (2012). Connecting Core Competencies. Upper Saddle River: Allyn & Bacon

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
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.

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.

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. Textbooks and Supplemental reading materials – Students will acquire general understanding of required course competencies through reading textbooks and other supplemental materials.
2. The Lecture - This format will be used for presentation of new materials and clarifications only.

3. Student Discussions - Students are expected to integrate the course materials with their life experiences as well as contents in other courses toward building their required competencies for generalist social work practice. Toward that goal, students are expected to begin the process and get feedback in the classroom by asking and answering questions.
4. Role plays and other experiential exercises will also be used occasionally the same purpose.
5. Assignments – Students will acquire and demonstrate the acquisition of expected competencies by completing two kinds of assignments following specific instructions for each assignment.
6. Examinations – Students performance on exams will exemplify the extent to which students have mastered the course content.

Required Tasks/Activities
<u>Assignments</u>
    A. Individual awareness paper; to include abstract and bibliography. A minimum of 10 references of scientific materials 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 her/his life at each stage of development and discuss how the events influenced her/his development and or behavior. The paper should follow the following format:
        1. Introduction
        2. Description of your Family of Origin
        3. Early Childhood
        4. Grade/Elementary School Years
        5. Adolescence
        6. Young Adulthood
        7. Middle Age (if applicable)
        8. Later Life (if applicable)
        9. Conclusion – An assessment of yourself at your current stage of development

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

    B. Article reviews: Students will read and 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 a theory of human behavior (different theory for each article)? **3)** How does the article strengthen your social work professional role? Your report should be typed, double-spaced, and follow APA guidelines regarding format, citations, and references. See Rubric for details of article reviews. These article reviews will be due every other week starting August 27, 2012.

Writing Style
All required written assignments will be evaluated on the clarity of expression and strength of your writing (including grammar, punctuation, and syntax) following the APA style. **Everything in the paper must fall under an appropriate heading and subheading**, and should be written in own words. Please do not plagiarize.

All reports must include appropriate cover page. The cover page does not count for two-page article reviews. Please number article reviews, e.g., Article Review 7: ... For article reviews, include the full reference of your article as the title of your paper.

Required Writing Style can be found in: Publication Manual of the American Psychological Association (2010) or visit http://www.apastyle.org/manual/index.aspx or http://owl.english.purdue.edu/owl/resource/560/01/

References in all assignments should be formatted in APA style. Please pay attention to its contents and examples below for journal articles. **References for journal articles** should contain the following:

- Author's last name followed by initials (if more than one author, place a comma between authors on the list, use the ampersand (&) before the last author)
- Year of publication (place the year in parentheses and a period after the parentheses)
- Title of the article (capitalize only the first word in the title and the first word after a colon, when applicable, end the title with a period)
- Title of the journal (capitalize each important word; underline or italicize the title of the journal; place a comma after the journal title)
- Volume number of the journal (underline or italicize the volume number and follow it with a comma)
- Page numbers of the volume covered by the article (end with a period)
- References should be doubled-spaced

Example of Journal Article:
Franklin, C. & Corcoran, J. (2000). Preventing adolescent pregnancy: A review of programs and practices. *Social Work*, 45, 40-51.

Evaluation Procedures or Performance Standards or Grading Policy
Students will be evaluated on the basis of class participation, assignments, mid-term and final examination. Students will be expected to complete satisfactorily the assigned activities as listed above. Student evaluation will have the following components with the corresponding points:

Individual Awareness Paper	1 @ 100 points.	100
Article Reviews	7 @ 50 points each	350
Mid-Term Exam		100
Final Exam		100
Participation in class discussion		50
Total		**700**

Grading Scale

Grade	Earned Percent of Total Points
A	A least 90%
B	80% - 89%
C	70% -79%
D	60%- 69%
F	Below 60%

*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.

Special Needs Policy (Americans with Disabilities Act)

Students who believe that they may need special accommodations in this class are encouraged to contact the Americans with Disabilities Act (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:

Week 1	**Course Overview and Course Outlines**

Week 2	1. **A Critical Perspective on Social System**
	
	    a. The Critical Perspective
	    b. Themes in
	       • 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
	    c. Questioning Critical Perspective
	
	Readings: Longres – Chapter 1
	
	Article review 1 due

Week 3	2. **A Systems Approach to Human Behavior**
	    a. Human Systems and Social Systems
	    b. The Individual as a System
	       • Biophysical Domain
	       • Psychological Domain
	       • Spiritual Domain
	       • Ecosystem Perspective or Levels of systems
	    c. Dynamic of Individual as a System
	    d. Normal Individual
	    e. Implications for Practice
	
	Readings: Longres Text, Chapter 2

Week 4	4. **Person in Environment: Social Systems and Social Roles**
	    a. Systems and Boundaries
	    b. Physical and Social Environment
	    c. Social Systems
	    d. Norms and Institutions
	    e. Role: Person Meets Environment
	    f. Implications for Practice

	Readings: Longres – Chapter 3
	Article review 2 due
Week 5	**5.** **Individual Development across the Life Span**

	Theoretical Perspectives
	      a. The Psychological Perspective
	           • Psychodynamic Theories
	                Freudian Theory of Psychosexual Development
	                Ego Psychology
	                Object Relations
	           • Cognitive Development
	                Piaget's Theory of Cognitive Development
	                Kollberg's Theory of the Development of Moral Judgment
	           • Learning Theory
	                Classical Conditioning
	                Operant Conditioning
	                Social Learning Theory
	      b. Implications for Practice
	
	Readings: Longres – Chapter 15

Week 6	**6.** **Life-Span Development: Prenatal Influences and Early Life.**
	      a. Development Across the Life Span
	      b. Stages of Development
	           • Prenatal Growth and Birth
	           • Early Life
	      c. Developmental Tasks and Crises
	      d. Attachment
	      c. Implications for Practice
	
	Readings: Longres – Chapter 16
	
	Article review 3 due

Week 7	**7.** **Life-Span Development: Childhood and Adolescence** **Readings: Longres – Chapter 17** 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)
Week 8	**Mid-Term** **Article review 4 due**
Week 9	**8.** **Life-Span Development: Early, Middle, and Later Adulthood** **Readings: Longres – Chapter 18**

	Carlton-LaNey, I. (2005). – African Americans Aging in the Rural South: Stories of Faith, Family and Community

Week 10	**9. The Family as a Social Institution**
	    a. Functions of the Family
	    b. Variations in the Structure of Family Life
	    c. Roles of Women, Children and the Elderly
	
	Readings: Longres – Chapter 8
	Carlton-LaNey, I. (2005) – African American Aging in the Rural South: Stories of Faith, Family and Community
	
	Article review 5 due

Week 11	**10. Diversity in Family Lifestyles**
	    a. Social Class Differences
	    b. Racial and Ethnic Differences
	    c. Rural and Urban Differences
	
	Readings: 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

Week 12	**11. The Family as a Social Organization: Identifying Well-Being** **Readings: Longres – Chapter 10**
Week 13	**12. The Family as a Social Organization: Analyzing Well-Being** **Readings: Longres – Chapter 11**
Week 14	**FALL BREAK/THANKSGIVING HOLIDAY**
Week 15	**13. Social Interaction in Groups and Organizations** **Readings: Longres – Chapter 12** **Article review 7 due**

Week 16	**14. Social Interaction: Social Exchange and Marxian Theories.**
	
	    a. Social Exchange Theory
	    b. Marxian Theory
	    c. Anomie
	    d. Symbolic Interaction
	    e. Labeling Theory
	
	Readings: Longres – Chapter 13

Week 17	**Final Exam**

Rubric For 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 profession	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

Element/s of Awareness Paper	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-90)	Exceptional (91-100)
of Social Work?				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

Rubric For 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	Presents little	Discusses at an	Gives some	Imaginatively

Element/s of Article	Unsatisfactory Grade: (34 & below)	Satisfactory (35-39)	Proficient (40-45)	Exceptional (46-50)
article relate to your chosen theory?	or no evidence of the integration of chosen theory	average level the integration of chosen theory	examples of integrating chosen theory	integrates multiple aspects of chosen theory
Mechanics (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

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