

MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Fall 2018
SW 520: 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: Fall 2018

Course Prefix and Number: SW 520

Course Title: Human Behavior and the Social Environment I

Credit Hours: 3

Days, Time and Location of class: Wednesday 6:00-8:40
William Sutton Administration Building, Room 229

Professor: Moses Newsome, Ph.D.

Office Location: Social Work Suite, Room 207
Department of Social Work
William Sutton Administration Building

Office Hours: Monday 10:00 – 11:00 a.m.
Tuesday 10:00 - 11:00 a.m. & 4:00 - 6:00 p.m.
Wednesday 10:00 – 11:00 a.m. & 3:00 - 6:00 p.m.
Thursday 4:00 - 6:00 p.m.
Other times by appointment only

Office Phone Number: (662) 254-3340

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Email Address: moses.newsome@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 including the internet, and power point.

CATALOG COURSE DESCRIPTION

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

Revised Fall 2018

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

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Foundation Rural Competency 10: Utilize Appropriate Practice Intervention within a Rural Setting

EXPECTED PRACTICE BEHAVIORS

Course Competencies:	Course Practice Behaviors	Assessment of Practice Behaviors
1. Demonstrate ethical and professional behavior.	a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and d. use technology ethically and appropriately to facilitate practice outcomes.	1. Exams 2. Oral Presentations 3. Class discussions
2. Engage diversity and difference in practice.	a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; and b. present themselves as learners and engage clients and constituencies as experts of their own experiences.	1. Exams 2. Article reviews 3. Class discussions
3. Advance human rights and social, economic, and environmental justice.	a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and b. engage in practices that advance social, economic, and environmental justice.	1. Exams 2. Oral Presentations 3. Class discussions 4. Role plays
7. Assess individuals, families, groups, organizations, and communities.	a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies; b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1. Exams 2. Article Reviews 3. Awareness paper

10. Utilize appropriate intervention within a rural setting,	a. assess the impact of the rural environment on service delivery in rural communities.	1. Exams 2. Oral Presentations 3. Article reviews 4. Awareness paper
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COURSE REQUIREMENTS

Required Textbooks:

Hutchinson, E.D. et al (2013). *Essentials of human behavior: Integrating person, environment and the life course*. Washington, DC: Sage.

Greene, R.R. (2008). *Human behavior theory and social work practice: Modern applications of social work* (3rd ed.). New York: Walter de Gruyter, Inc.

Supplementary materials: Journal articles as assigned by the instructor.

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.

Honesty: 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. The Lecture - This format will be used for presentation of new materials and clarifications.
2. Student Discussions - Students must demonstrate an ability to critically discuss course content and generalist practice methods. Students are expected to integrate the course materials with their life experiences as well as content from other courses toward building 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.
3. Role plays, mock interviews and other experiential exercises will be used to integrate the course material and content from other courses into building required competencies for generalist social work practice.
4. Examinations – Students' performance on exams will assess the extent to which students have mastered the course content.
5. Supplemental material - Students will use the recommended readings to enhance the overall course learning experience.

Required Tasks/Activities

Assignments

- A. Individual awareness paper, including an abstract and a bibliography:** A minimum of 10 scholarly references is 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 specific achievements (behavior patterns) including how different events influenced her/his development and or achievement of behavior patterns. The paper should have the following sections and subheadings:
1. Introduction
 2. Description of the 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)

This assignment is worth 250 points and is due on November 14, 2018.

B. PowerPoint presentation on assigned chapters from course textbook: This will be a group project. The class will be divided into groups. Each group will be responsible for reading and presenting **one (1)** PowerPoint presentation on a chapter assigned to the group. 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 choice questions as a part of this assignment. The answers for each question should be presented along with the page location where the answer can be found. The PowerPoint presentation is worth 250 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 read **one (1)** article on human behavior theories, and turn in a two-page report on the article. Articles must be from professional scholarly journals that are no more than five years old. The report will address the following questions: **1)** What is the message of the article? **2)** How did the author/authors come to know that message? **3)** How does the article relate to a theory of human behavior (different theory for each article)? **4)** How does the article strengthen your social work professional role? (Compare how you would have behaved with a client if you had not read this article versus how you would behave now.) The article review will also be presented orally.

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 starting September 19, 2018. All reports must include appropriate cover page. The cover page is not counted as a part of the two-page article reviews. Include the full reference of your article on the reference page. Article reviews are worth 150 points.

D. Class Attendance and Participation 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. Students must be present to participate. At the beginning of the semester each student is awarded 150 points for attendance and participation. **Each time a student misses a class, the student will lose 10 points.**

Writing Style

All required written assignments will be evaluated on the clarity of expression and strength of your writing (including logical flow, 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 the student's own words. Please do not plagiarize.

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 content 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/Grading Policy

Attendance and Participation		150
Individual Awareness Paper	1 @ 250 points.	250
PowerPoint Presentations	1 @ 250 points each	250
Article Reviews	1 @ 150 points each	150
Mid-Term Exam		100
Final Exam		100
Total		1000

Grading Scale

Grade	Points
A	900 - 1000
B	800 - 899
C	700 - 799
D	600 - 699
F	599 and 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.

Special Needs Policy (Americans with Disabilities Act)

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
FALL SEMESTER 2018**

Week 1 Aug. 22	Course Overview Challenge Exam
Week 2 Aug. 29	A Multidimensional Approach Readings: Hutchinson - Chapters 1 and 2 <ul style="list-style-type: none"> • Personal Dimensions • Environmental Dimensions • Time Dimensions
Week 3 Sept. 5	Readings: Hutchinson - Chapters 1 and 2 (continued) Case Studies <ul style="list-style-type: none"> • Inequality • Mechanisms of Oppression • Knowledge and Values • Evaluating Theory and Research
Week 4 Sept. 12	Theoretical Perspectives on Human Behavior Readings: Hutchinson - Chapters 1 and 2 (continued) <ul style="list-style-type: none"> • Social Systems Perspective • Conflict Perspective • Rational Choice Perspective • Social Constructionist Perspective • Psychodynamics Perspective • Developmental Perspective • Social Behavioral Perspective • Humanistic Perspective
Week 5 Sept. 19	The Psychological Person Reading: Hutchinson – Chapter 4 <ul style="list-style-type: none"> • Theories of Cognition • Theories of Emotion • Theories of Self in Relationships • Coping with Stress • Normal - Abnormal Coping • The Diagnostic and Statistical Manual (DSM-V) • Learning Theory Article Review Due

<p>Week 6 Sept. 26</p>	<p>The Spiritual Person</p> <p>Readings: Hutchinson - Chapters 5 and 6</p> <ul style="list-style-type: none"> • The Spiritual Dimension • Transpersonal Theories of Human Development • The Role of Spirituality in Social Work • Spiritual Assessment
<p>Week 7 Oct. 3</p>	<p>Mid Term Exam</p>
<p>Week 8 Oct. 10</p>	<p>Culture and the Physical Environment</p> <p>Reading: Greene - Chapter 5 - Group 1 PowerPoint</p> <ul style="list-style-type: none"> • Culture Defined • The Relationship between the Physical Environment and Human Behavior • Natural Environments • Built Environments • Place Attachment <p>Reading: Hutchinson – Chapter 6</p>
<p>Week 9 Oct. 17</p>	<p>Continuation of Week 7</p> <p>Reading: Greene - Chapter 6 - Group 2 PowerPoint</p>
<p>Week 10 Oct. 24</p>	<p>Development across the Life Cycle</p> <p>Readings: Hutchinson - Chapters 11 and 12</p> <p>Greene - Chapter 8 - Group 3 PowerPoint</p> <ul style="list-style-type: none"> • Prenatal Growth and Birth • Attachment Theory • Early Childhood Development • Erickson’s Stages of Psychosocial Development • Havighurst’s Developmental Tasks
<p>Week 11 Oct. 31</p>	<p>Middle Childhood Development</p> <p>Readings: Hutchinson - Chapters 13 and 14</p> <p>Greene - Chapter 9 - Group 4 PowerPoint</p> <ul style="list-style-type: none"> • Challenges • Risk Factors

<p>Week 12 Nov. 7</p>	<p>Hutchinson – Chapter 16 – Group 5 Power Point</p> <p>Early Adulthood Middle Age Later Adulthood Death and Dying</p> <p>Readings: Hutchinson - Chapters 15 and 16</p>
<p>Week 13 Nov. 14</p>	<p>Family Life and Small Groups</p> <p>Reading: Hutchinson - Chapter 9 – Group 6 Power Point</p> <ul style="list-style-type: none"> • 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>Individual Awareness Paper Due</p>
<p>Week 14 Nov. 19-23</p>	<p>FALL BREAK/THANKSGIVING HOLIDAY</p>
<p>Week 15 Nov. 28</p>	<p>Diversity in Family Lifestyles</p> <p>Reading: Greene - Chapter 2 Hutchinson - Chapter 9 (Continued)</p> <ul style="list-style-type: none"> • Social Class Differences • Racial and Ethnic Differences • Rural and Urban Differences • Social Exchange Theory • Symbolic Interaction • Labeling Theory <p>Final Exam Review</p>
<p>Week 16 Dec. 5 Finals Week</p>	<p>Final Exam</p>

BIBLIOGRAPHY

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