Locator Information:
Instructor:
Course Number and Name: SWRK 335 Human Behavior and the Social Environment II
Semester Hour of Credit:
Day/Time Class Meets:
Email: 
Class Location Building: 
Office Phone: 
Fax: (910) 672-1755
Office Location: 
Office Hours: 

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.
Course Description:

SWRK 335 is the second of two courses in Human Behavior and the Social Environment (HBSE I and HBSE II). HBSE II traces human development from young and middle adulthood through later adulthood. Gender, gender identity, gender expression, sexism as well as sexual orientation are reviewed in depth in HBSE II. This course provides knowledge for the assessment of individual human development and behavior and focuses on the biological, psychological, sociological, cultural and spiritual determinants of human behavior. Application of human behavior knowledge to social work practice is applied at the micro, mezzo, and macro levels.

BSW Program Mission:

The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

BSW Program Goals:

1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work
2. To develop social workers who advance and promote social justice
3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.
4. To inculcate in students respect for diversity and appreciation of difference as they prepare for service in a multicultural society and global community.
5. To produce social workers who will be effective consumers and producers of research for evidence based practice
6. To produce students who will embrace the concept of lifelong learners
Course Core Competencies and Related Practice Behaviors

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<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>Educational Policy 2.1.3 --- Apply critical</td>
<td>12. Recognize and communicate their understanding of the</td>
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<td>thinking to inform and communicate professional</td>
<td>importance of difference in shaping life experiences</td>
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<td>judgment</td>
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<tr>
<td>Educational Policy 2.1.7—Apply knowledge of</td>
<td>22. Critique and apply knowledge to understand person and</td>
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<tr>
<td>human behavior and the social environment.</td>
<td>environment</td>
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<tr>
<td>2.1.10(b)-Assessment</td>
<td>28. Assess client strengths and limitations</td>
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Required Textbook:


COURSE OBJECTIVES:
This course will address the following knowledge, values and skills objectives:

A. Knowledge Objectives

1. Knowledge of social changes and the major problems encounter by each age group
2. Knowledge of the normal processes of biological, psychological, and social development from young adulthood through older adulthood

1. Understanding of the forms and mechanisms of oppression specifically applied to gender and sexual orientation

4. Understanding of the theories relevant to identity development, spiritual development, cross-cultural perspectives on gender role development, and the possible impact of living in poverty on identity development
B. Values Objectives

1. Recognition of the interrelatedness of social values, cultural diversity, and ethical issues to the assessment process.
2. Appreciation of the role of theory and its application to the social work assessment process.
3. Develop beginning awareness of own personal biases and values and how they affect the social work role.
4. Enhance own self awareness so that they may begin to learn how to practice without discrimination.

C. Skills Objectives

1. Assess the effect that developmental tasks and life crises have on an individual’s behavior.
2. Identify the various stages of biopsychosocial development and developmental tasks from young adulthood to later adulthood.
3. Analyze the individual’s functioning within various environmental systems including families, groups and communities.
4. Distinguish the impacts of typical life events and developmental tasks on women and people with a different sexual orientation
5. Apply differential skills to people based on evidenced based knowledge of life span development rather than personal experience.

Course Rationale Relative to the Rest of the Curriculum:

SWRK335 Human Behavior and the Social Environment II is the second of a two course sequence in the Bachelor of Social Work Program. This foundation course is taken concurrently with Policy II, and Introduction to Research. The course uses a life span approach that identifies the various stages and developmental tasks from a biological, psychological, and social development framework. This course prepares the student for assessment in practice.
Teaching Strategies:

Research indicates that learning among adults occurs when cognitive, affective and experiential methods are utilized concurrently in the learning process. In order to provide the optimum learning experience, a variety of methods will be used.

A. Cognitive Methods

This course may utilize such methods as assigned readings, classroom handouts, lecture materials, PowerPoint presentations, videos, and classroom discussions to foster student learning.

B. Affective Methods

This course may utilize such methods as classroom discussion, small group discussion, and individual exercises from the student manual that accompanies this course, tied to each chapter that provide an opportunity to apply textbook knowledge, and explore personal thoughts and feelings about the subject matter.

C. Experiential Methods

This course may use methods such as role play, music, and drama. The students will complete two application assignments, one a written assignment to explore intimacy issues that are common to the developmental stages of young adulthood. The second application assignment will be an interview with an older adult. Students will apply information in Unit 4 on later adulthood to the interviewee’s life as well as use some of the questions in the prior HBSE I Social History assignment. The students will produce a written paper and present the information to the class.

Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACT) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); (910) 672-1203

Attendance and Class Participation Policy

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences.

If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.
Course Requirements and Evaluation Criteria:

Final Grade is based on:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>10</td>
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<tr>
<td>Application Assignment 1</td>
<td>10</td>
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<tr>
<td>Mid-term examination</td>
<td>20</td>
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<tr>
<td>Quiz 2</td>
<td>15</td>
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<tr>
<td>Application Assignment 2 (Interview with</td>
<td>15</td>
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<tr>
<td>Written paper and present older adult)</td>
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<td>Final examination Wk. of May 9</td>
<td>20</td>
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<tr>
<td>Professionalism/Attendance/Participation</td>
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<td>Total</td>
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Grading Scale:

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<th>Grade</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally High</td>
<td>92-100</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>83-91</td>
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<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-82</td>
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<tr>
<td>D</td>
<td>Marginally Passing</td>
<td>64-72</td>
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<tr>
<td>F</td>
<td>Failing</td>
<td>Below 63</td>
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<td>FN</td>
<td>Failing</td>
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<td>W</td>
<td>Withdrew by due date</td>
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Grading Criteria:

A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

F: Did not meet minimum course requirements.
Indicators of Exemplary Performance:

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

Academic Integrity:

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.

Confidentiality:

Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

Academic Support Resources:

Smart Thinking:

Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select” Smart Thinking Student Site, then select “Tools” from the menu on the left. Click on” Smart Thinking” login. After logging in, click Smart Thinking Student Handbook for tips on navigating the Website and using the service.

The Writing Center:

Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

Academic Dishonesty:
According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

Plagiarism:
Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

Professional Conduct:
According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chatrooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- use of tobacco products
- monopolizing discussion
- persistent speaking out of turn
- distractive talking, including cell phone usage
- audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
- refusal to comply with reasonable instructor directions
- employing insulting language or gestures
- verbal, psychological, physical threats, harassment and physical violence
Classroom Etiquette

- 1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.
- 2. Students are not permitted to sleep in class.

Academic Grievance Process

As indicated in the university Student Handbook, a student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

(1) Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

(2) Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.

The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

(3) Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.

Course Outline and Schedule:

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<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
<th>CORE COMPETENCIES</th>
<th>PRACTICE BEHAVIOR</th>
<th>OUTCOME MEASURES</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Review Of HBSE I Focus on Eco/ Systems</td>
<td>Course Syllabus</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional</td>
<td>12. Recognize and communicate their understanding</td>
<td>Paper, Exam and Observation</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Text, Chapter</td>
<td>Educational Policy</td>
<td>Assessment</td>
<td>Paper, Exam and Observation</td>
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<td>Week 2</td>
<td>Assessing Hum. Behavior</td>
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<td>judgments</td>
<td>12. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>Paper, Exam and Observation</td>
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<td></td>
<td>Gender</td>
<td>Text, Chapter 9, Gender, gender identity</td>
<td>2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
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<td>Week 3</td>
<td>Biological Aspects</td>
<td>S. M. Exercise 9.5-Life Questions</td>
<td>2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
<td>Paper, Exam and Observation</td>
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<td></td>
<td>Young Middle Adults</td>
<td>Text, Chapter 10</td>
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<tr>
<td>Week 4</td>
<td>Biological Aspects</td>
<td>Exercise 10.1 Healthy or not</td>
<td>2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
<td>Paper, Exam and Observation</td>
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<td>Young and Middle Adults</td>
<td>Text Chapter 10</td>
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<tr>
<td>Week 5</td>
<td>Psychological Aspects</td>
<td>10.5 Persons Living with AIDS</td>
<td>2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
<td>Paper, Exam and Observation</td>
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<td>Young and Middle Adults</td>
<td>Text Chapter 11</td>
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<td>Week 6</td>
<td>Psychological Aspects</td>
<td>S.M. Ex. 11.2 Non-verbal communication</td>
<td>2.1.10(b)—Assessment</td>
<td>28. Assess client strengths and limitations</td>
<td>Paper, Exam and Observation</td>
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<td></td>
<td>Young and Middle Adults</td>
<td>Text, Ch. 11</td>
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<tr>
<td>Week 7</td>
<td>Sociological Aspects</td>
<td>Mid-term Exam Chapter 9,10&amp;11</td>
<td>2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
<td>Paper, Exam and Observation</td>
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<td>Young and Middle Adults</td>
<td>Text, Chapter 12</td>
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<td>Week 8</td>
<td>Sociological Aspects Young and Middle Adults</td>
<td>Text, Chapter 12</td>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
<td>Paper, Exam and Observation</td>
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<td>Week 9</td>
<td>Sexual Orientation</td>
<td>Chapter 13</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>12. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>Paper, Exam and Observation</td>
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<td>Week 10</td>
<td>Biological Aspects of later Adulthood</td>
<td>Chapter 14</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>12. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>Paper, Exam and Observation</td>
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<tr>
<td>Week 11</td>
<td>Biological Aspects of later Adulthood</td>
<td>Chapter 14</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>12. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>Paper, Exam and Observation</td>
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<tr>
<td>Week 12</td>
<td>Psychological Aspects of Later Adults</td>
<td>S.M. Ex. 15.1 Text, Chapter 15</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>12. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>Paper, Exam and Observation</td>
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<tr>
<td>Week 13</td>
<td>Psychological Aspects of Later Adults</td>
<td>S.M. Ex. 15.1 Text, Chapter 15</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>12. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>Paper, Exam and Observation</td>
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<tr>
<td>Week 14</td>
<td>Sociological Aspects of Later Adults</td>
<td><strong>Individual Papers Due</strong></td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>12. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>Paper, Exam and Observation</td>
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<td>Week 15</td>
<td><strong>Individual Presentations on Interview with Older Adult</strong></td>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
<td>Paper, Exam and Observation</td>
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<tr>
<td>Week 16</td>
<td><strong>Individual Presentations on Interview with Older Adult</strong></td>
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<td>Final Exams</td>
<td><strong>Final Exam</strong></td>
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Suggested Readings:


http://gsulibraryproxy.gram.edu:2074/ehost/pdfviewer/pdfviewer?vid=1&hid=15&sid=61f2df24-2a4f-45ca-b904-58819e074fb7%40sessionmgr14


