I. LOCATOR INFORMATION:
Instructor:
Course Number and Name: SWRK 520 Human Behavior and the Social Environment
Semester Hour of Credit: 3 semester hours
Day/Time Class Meets:
Email:
Building:
Office Phone Fax:
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.

II. COURSE DESCRIPTION:
This course focuses on the physiological, cognitive, intellectual and emotional development of individuals. Theoretical explanations of human development over the lifespan are explored. Major social issues related to human growth and development, ecological systems, culture, race, ethnicity, gender and socioeconomic forces as applied to the analysis of individuals, families, small groups, organizations and communities are addressed. Focus will be given to oppression, privilege, and discrimination, and factors that help individuals and small social systems to change.

III. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) 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
IV. REQUIRED TEXTBOOK:


SUPPLEMENTAL TEXT


V. STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

1. Describe the development of individuals from birth to adolescence through old age within the context of families, and small groups.

2. Critically evaluate biological, sociological, psychological & theoretical frameworks that describe human behavior in the social environment.

3. Describe how social, political and economic forces influence human development.

4. Understand individual development and behaviors across the lifespan.

5. Evaluate and understand the various forms and impact discrimination, racism, oppression, ethnocentrism and prejudice have on human development.

6. Gain understanding of human diversity in relation to minorities, women, sexual orientation, physical and emotionally challenged conditions, etc.
7. Understand how values and ethical decision-making influence human development.

8. Understand and interpret professional values and ethical dilemmas related to biological, psychological and social development through the life cycle and the ways in which these affect practice services and clients.

9. Assess common problems and concerns encountered by persons at life cycle stage and begin to identify needed social work interventions and treatment.

10. Assess the impact of environment on military families and dependents in community settings.

VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA:

A. Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Exceptionally high</td>
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<tr>
<td>B</td>
<td>89-83</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>82-73</td>
<td>Satisfactory (only two C’s permitted in program)</td>
</tr>
<tr>
<td>D</td>
<td>64-72</td>
<td>Below graduate school standards</td>
</tr>
<tr>
<td>F</td>
<td>Below 63</td>
<td>Failing</td>
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B. ASSIGNMENTS - All written assignments MUST BE SUBMITTED ELECTRONICALLY VIA BLACKBOARD or EMAIL NO LATER THAN 11:59 PM ON DATE DUE.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Military Community and Social Work Practice</td>
<td>(5%)</td>
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<tr>
<td>Scholarly Journal Article Review</td>
<td>(15%)</td>
</tr>
<tr>
<td>Lifespan Development Group Project</td>
<td>(15%)</td>
</tr>
<tr>
<td>Diversity Group Project</td>
<td>(15%)</td>
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<tr>
<td>Introspective Paper</td>
<td>(15%)</td>
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<tr>
<td>Comprehensive Final Examination</td>
<td>(25%)</td>
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<tr>
<td>Attendance and Participation</td>
<td>(10%)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>
1. Military Community and Social Work Practice (5%)
   This assignment requires each student to find a journal article that discusses some aspect of the military, family members, and/or dependents as it relates to paradigms and the profession of social work. The focus of the assignment is to allow each student to demonstrate their research skills and to assess that impact of the environment on this special population. Each student will retrieve a hard copy of a scholarly published article specifically from the Charles Chesnutt Library on the campus of FSU. The article must be related to human behavior of this population and it will be reviewed, summarized and presented orally to the class. This assignment will assist each student in learning to paraphrase and summarize sections of their reading and research. The title of your article MUST BE SUBMITTED ELECTRONICALLY VIA BLACKBOARD or EMAIL NO LATER THAN 11:59 PM on 8/27 and oral presentations will be 9/8.

2. Scholarly Journal Article Review (15%)
   This assignment will allow each student to demonstrate their writing and research skills utilizing APA format. Each student will review and summarize a scholarly journal article that relates to the student’s participation in the life span group project. The summarization must be 2 to 5 full pages. This does not include the title or reference pages, which are required. The paper must include at least three in-text citations. This assignment MUST BE SUBMITTED ELECTRONICALLY VIA BLACKBOARD or EMAIL NO LATER THAN 11:59 PM on 9/16.

3. Lifespan Development Group Project (15%)
   Students will be assigned to a group that represents the areas identified below. Each group will develop a 30 to 45-minute presentation that features their assigned topic. The group topics are:
   - Infancy/
   - Early childhood
   - Middle childhood
   - Adolescence
   - Young adulthood
   - Middle adulthood
   - Later adulthood

   This presentation should include general research on the stage in question. It should also explain how oppressive influences in one’s social environment can influence the development of human behavior. Each group must develop at a minimal a PowerPoint and include in their presentation a participatory exercise designed to engage the class in a 5 to 10 minute discussion of the topic being presented. Each group will also produce a consolidated 12-15 page paper that summarizes their research. The group must provide an outline of the presentation to class members before the presentation begins. Title and reference pages are required and are not part of the page count. It is required that each group member
contribute a minimum of 5 references that are to be included in the group’s reference pages. This assignment MUST BE SUBMITTED ELECTRONICALLY VIA BLACKBOARD or EMAIL NO LATER THAN 11:59 PM on 10/19. Presentation on 10/20.

4. Diversity Group Project (15%)
This assignment requires students to examine the experiences of a particular culture and discuss implications for social work practice. Students will identify a group and research information about a particular culture and present information to the class. Students are expected to share with the class an annotated bibliography, using the APA style of what you consider the best sources of material you found relevant to the topic. Each group will complete a 10-15 page paper that summarizes their research and give a class presentation using PowerPoint in which they will educate the rest of the class about this cultural group. A speaker or film may be brought in but is allowed only 10 minutes of the class time. The instructor must approve the speaker or film prior to the presentation. The entire presentation should not exceed 45 minutes.

Examples of Groups

Asian-American
Native American
Latino
African-American
Gay and Lesbian culture
Migration and refugee

The paper and class presentation must include the following:

- Introduction
- Basic demographics
- Family structure and values
- Child-rearing practices or concerns
- Spirituality
- History and oppression of this culture
- (Implications for Social Work Practice-Social work approach in working with this culture)

This assignment MUST BE SUBMITTED ELECTRONICALLY VIA BLACKBOARD or EMAIL NO LATER THAN 11:59 PM on 11/16. Presentation 11/17.

5. Introspective Paper (15%)
Who am I? Why am I here? Where did I come from? What do I want in life? Students that have developed greater insight and self-awareness will hopefully find themselves more open to change and of greater service to others in their social
work practice. The purpose of this assignment is to help students develop greater self-awareness and identify unresolved issues or problems they may have that could interfere with their ability to provide quality social work services to others. The paper will give students an opportunity to examine their belief systems, lifestyles, values, needs, goals, learning styles, coping mechanisms, habits, and interpersonal behavior. The student will also be able to identify the salient aspects of your human development that were important in shaping your life.

This 8-10 page paper is a thought paper; therefore, students are encouraged to be creative in their thinking about their lives. This is a wonderful opportunity to demonstrate to the instructor what the student has learned about themselves in relationship to others and their environment after this particular course of study. This assignment **MUST BE SUBMITTED ELECTRONICALLY VIA BLACKBOARD or EMAIL NO LATER THAN 11:59 PM.**

Instructor’s Note: This assignment should not be interpreted as an unwelcome intrusion into a student’s personal life. A student should self-disclose only the information they feel comfortable sharing with the instructor.

C. Regular and punctual class attendance is essential to the enhancement of student performance. Students are expected to notify the instructor of absences from class immediately before or after the absence. Absences beyond three may result in a reduction in students’ attendance and classroom participation grade.

D. Students are responsible for all material assigned and discussed in the course. All students are expected to complete assigned readings prior to class to promote participation in classroom discussions. Assignments are due at the beginning of class. Students are expected to submit their assignments in a timely manner. Late submission of assignments will receive a letter grade reduction of 5 points per day, (day count includes weekends). Students are expected to complete assigned readings prior to class to promote participation in classroom discussions. Students are expected to participate in classroom discussions, and group exercises.

E. Electronic devices other than laptop computers and Ipad type devices **are not allowed to be turned on or used during class time.** Cellular telephones may be placed on vibrate but cannot be answered or displayed while in class. **No blue tooth or similar devices are to be worn or displayed in the classroom.** **ACCORDING TO UNIVERSITY POLICY VISITORS AND CHILDREN ARE NOT ALLOWED IN CLASS.**

F. Deliberate misrepresentation of another person’s work as your own is known as plagiarism. Do not take credit for other people’s work. Make sure you give credit where credit is due by referencing other people’s work when it appears in your
paper in the form of in text citations and a reference page. Student Honor Code is in effect in this course. Students who cheat on exams or assignments will receive a grade of zero for work on which the offense was committed.

G. Students are expected to conduct themselves in a manner that conveys civility and mutual respect for others. No profanity, racist, sexist, or heterosexist remarks will be tolerated. Above all else, students are expected to respect and maintain the confidentiality of personal information shared in class whether they believe it may be to the detriment of the other student or not. This also includes electronic mail, discussion boards, bulletin boards or any other type of public forum outside of class. If there is anything a student would prefer to remain absolutely confidential, they are cautioned not to reveal such information in class, as confidentiality can never be completely guaranteed. However, except in rare instances where it is necessary to prevent a crisis, confidentiality with the instructor can be expected in most matters of a personal nature outside the classroom.

VII. ACADEMIC SUPPORT RESOURCES:
Students are expected to make use of the University’s Media Services in completing written assignments. Each student is responsible for reviewing their email accounts daily for course updates and announcements. The instructor’s primary contact is via email. It is important that each student check their e-mail before coming to class.

A. The University College Learning Center is open for computer use. This department is located at the Helen T. Chick Building.

B. There is also assistance for Supplementary Instruction in writing. This department is also located in the Helen T. Chick Building. Please contact this department at 910 672-1864 to make an appointment or inquire about their services.

C. Accessing the web enhanced course on BLACKBOARD

Students enrolled in SWRK 520 Human Behavior and the Social Environment during the semester will have access to this web-enhanced course on Blackboard. Students will have access to syllabus, handouts, study guides, related websites, lecture notes, and chat rooms.
FSU Blackboard: http://blackboard.uncfsu.edu

D. Internet Resources

1. Smarthinking: www.smarthinking.com/static/colleges- (Online tutorial and on line writing lab).
2. Publication Manual of the American Psychological Association:  
   www.apastyle.apa.org Additional assistance with your writing in APA format.

3. www.apastyle.org/journals/webref.html


5. Turnitin: www.turnitin.com can be found on blackboard. It is a writing tool that generates an Originality Report online. The Originality Report summarizes and highlights matching text. Students find the Originality Report useful in avoiding plagiarism.

6. NASW code of ethics  
   www.socialworkers.org/pubs/code/code.asp


8. Foundation for critical thinking www.criticalthinking.org

This class makes use of the Internet, Smartboard, Blackboard, PowerPoint and resources available through the University College Learning Center and Media Center.

VIII. COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Course Objectives</th>
<th>Class Objectives</th>
<th>Activities and Readings</th>
<th>Outcome Measures</th>
</tr>
</thead>
</table>
| Session 1 | Review of Syllabus, Overview of course & class expectations  
Military & Social Work Practice  
Writing for academia  
Overview of Schriver Ch 1-10 | 1-10 | Explanation of course content/goals, objectives and expectations. | Ice Breaker  
Discussion regarding course content and expectations.  
Conduct Research at library and select journal article related to human behavior | Student discussion & participation, questions and answer  
Prepare for oral journal article review |
| Session 2 | Schriver Ch. 1-5 Human Behavior and the Social Environment and Paradigms | 1,3,4,7,9 | Examine the purposes of the social work profession and the foundation areas.  
Explain approaches | Discussion regarding course content, expectations and writing style. | Student discussion & participation, questions and answer |
<table>
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<tr>
<th>Session 3</th>
<th>Schriver Ch. 1-5 Traditional and Alternative Paradigms</th>
<th>Describe the development of individuals from birth to adolescence through old age. Examine the principles of development.</th>
<th>SCHOLARLY JOURNAL ARTICLE DUE Individual and Group Project Meeting</th>
<th>Student discussion &amp; participation, homework assignments, case studies Group exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 4</td>
<td>Schriver Ch. 1-5 Paradigm Thinking and social work knowledge for Practice</td>
<td>Explain how theories are used as a foundation for social work intervention and the implications for social work practice.</td>
<td>Ch. 2 Hutchinson Ch. 3 Schriver</td>
<td>Student discussion &amp; participation, case studies student presentations, Group exercises</td>
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<tr>
<td>Session 5</td>
<td>Schriver Ch. 6-10 Perspectives Prepare for life span assignments Ch. 1 Hutchinson Aspects of Human Behavior Person, Environment, Time</td>
<td>Analyze and apply theories of both individual and family development as related to cultural characteristics such as ethnicity, age, class, gender, sexual orientation, physical and mental challenges. Critically evaluate ethical issues involved in research on life cycle events.</td>
<td>Life Span Presentations</td>
<td>Student discussion &amp; participation, homework assignments, case studies class presentations, reaction papers, reports, and group exercises</td>
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<tr>
<td>Session 6</td>
<td>Schriver Ch. 6-10 Perspectives Ch 9 Culture Hutchinson Theoretical perspectives on Human Behavior Ch. 2 Hutchinson</td>
<td>Critically examine the experiences of a particular culture. Analyze/apply theories of individual/family development relating to cultural characteristics ethnicity, age, class, gender, sexual orientation, physical and mental challenges</td>
<td>Life Span Presentations</td>
<td>Demonstrated through group exercises, lecturers</td>
</tr>
<tr>
<td>Session 7</td>
<td>Schriver Ch. 6-10 Perspectives</td>
<td>1-10</td>
<td>Analyze and apply theories of both individual and family development as related to cultural characteristics such as ethnicity, age, class, gender, sexual orientation, physical and mental challenges. Examine the roles of human diversity in organizational life.</td>
<td>Presentations</td>
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<td>Diversity Papers &amp; Presentations Due</td>
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<td>Session 8</td>
<td>Schriver Ch. 4 Traditional/Dominant Perspectives on Individuals</td>
<td>1-10</td>
<td>Describe how social, political and economic forces influence human development.</td>
<td>Presentations</td>
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<td></td>
<td>Prepare for Comprehensive Final Course Reflection Final Day of Class</td>
<td>1-10</td>
<td>Understand individual development and behaviors across the lifespan.</td>
<td>Introspective paper Due</td>
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<tr>
<td></td>
<td></td>
<td>1-10</td>
<td>Gain understanding of human diversity in relation to minorities, women, sexual orientation, physical and emotionally challenged conditions, etc</td>
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This schedule is subject to change as needed throughout the semester. If revisions are needed, the instructor will distribute a written amendment to the syllabus.

**IX. TEACHING STRATEGIES**

Teaching strategies will include a combination of lectures, multi-media presentations, computer applications, classroom discussions, group work, classroom exercises, Blackboard, and student presentations.