

ILLINOIS STATE UNIVERSITY		INSTRUCTOR:	Daniel Liechty
SCHOOL OF SOCIAL WORK		OFFICE:	325
Semester:	Fall 2011	OFFICE HOURS:	T-R 9:00-12:00
Course:	SWK 223	OFFICE PHONE:	438 7615
Section:	1 and 2	EMAIL:	dliecht@ilstu.edu
Sec. 1 = Mondays – WIH 112 – 9:00 AM-11:50 Sec. 2 = Wednesdays – DEG 0018 (same time)		OTHER:	

## **HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I**

### **CATALOG DESCRIPTION**

The integration of major concepts from the social and behavioral sciences in terms of their relevance for micro social work practice. 3 semester hours.

Prerequisites: Social Work foundation courses; PSY 350 or concurrent registration; Concurrent registration in SWK 310, 325, SWK 326; majors only; junior standing.

### **COURSE DESCRIPTION**

SWK 223 (Human Behavior in the Social Environment I) and its complementary course SWK 225 (Human Behavior in the Social Environment II) present social systems theories, psychosocial theories, and developmental theories to examine human behavior and development and apply this knowledge to generalist social work practice. The course integrates major concepts from the social and behavioral sciences with social work practice approaches. The impact of culture and environmental conditions on individuals, families, small groups, and communities is examined. SWK 223 focuses on the first half of the life cycle (i.e., prenatal period through young adulthood.)

### **RELATIONSHIP TO OTHER COURSES**

SWK 223 is the first of two human behavior social work courses in the social work major. The two courses together provide the foundational theory for understanding individual, family, group, and community behavior that is further elaborated in the practice and field courses.

### **COURSE GOALS**

The goals of this course are to:

1. Introduce human behavior theories and models.
2. Encourage cultural sensitivity.
3. Develop an appreciation for the human capacity for achievement and resilience.
4. Foster a commitment to core social work values and ethics.

5. Expose students to the professional literature on human behavior and development.

### **STUDENT LEARNING OBJECTIVES**

Upon completion of this course, students will have achieved the following learning outcomes. Students will be able to:

1. Articulate basic concepts of leading theoretical perspectives of human behavior and development.
2. Apply a person-in-environment ecological systems model to case material.
3. Describe prominent bio-psychosocial-cultural-spiritual influences in American society.
4. Discuss how an empowerment perspective can change biased social work practices.
5. Describe the influence of social class, race, ethnicity, gender, age, disabilities, religion/spirituality, and sexual orientation on human behavior and development.
6. Articulate the impact of major social problems on individuals and families.
7. Identify core social work values and ethics.

### **REQUIRED READING(S) AND TEXTBOOK(S)**

Main Text (Available for purchase at the University Bookstore and Alamo II):

- Zastrow, C., & Kirst-Ashman, K. (2010). *Understanding human behavior and the social environment* (8th ed.). Belmont, CA: Thomson Brooks/Cole.

**Reserve Reading(s)** (Available at the Reserve Desk at Milner Library – locate by title):

**Recommended Reading(s):**

### **EXPECTATIONS OF STUDENTS**

**Attendance and Participation:** Students are expected to attend and participate in all class sessions whether face-to-face or online. A student should not be enrolled in a course if other obligations will interfere with getting to class sessions regularly and punctually.

*More than two absences in a sixteen- week course or one in an eight- week course will result in a lowered grade for the course. Repeated tardiness or leaving class early also will result in a lowered grade.*

**Class Preparation:** You are expected to have prepared thoroughly for each session. Preparation may include reading and/or watching the assigned materials prior to class (see “COURSE SCHEDULE”), summarizing the content and being prepared to discuss it; writing questions or reactions to the material; and making connections between concepts in current readings and earlier readings.

Students are strongly encouraged to read other related materials, make notes on readings and visual material, prepare study questions based on readings, case material, and instructor presentation/lecture materials; discuss readings and class lecture material with other students, form study groups, explain concepts to others, and schedule consultation time with the instructor as needed.

Students are strongly encouraged to read other related materials, make notes on readings and visual material, prepare study questions based on readings, case material, and instructor presentation/lecture materials, discuss readings and class material with other students, form study groups, explain concepts to others, and schedule consultations with the instructor as needed.

**Assignments:** Promptness in completing class assignments and required readings is a requirement. When an extenuating circumstance occurs, appropriate arrangements must be made in advance.

All assignments are due on the date assigned (See “ASSIGNMENTS” and “COURSE SCHEDULE”). *Late assignments may be accepted at the discretion of the instructor, but will be given a reduced grade.* One letter grade (10% of the earned grade) may be deducted for each week the assignment is late unless prior arrangements have been made with the instructor. *No assignments will be accepted after the last day of class.*

**Missed or late work:** If a student misses a class, he or she will be responsible for any missed class content. Missed in-class work generally *cannot* be made up. Make-up tests, quizzes, and examinations, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

A grade of incomplete (I) will be given only in rare circumstances. A student who has received a grade of incomplete is not in academic good standing and cannot enter practicum until the incomplete has been successfully cleared.

**Written Work:** Written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- All papers written from sources must include citations following the style requirements of the *Publication Manual of the American Psychological Association* (2001). This reference text also provides excellent information on the organization and writing of papers. An excellent resource for questions about APA format and other paper writing skills is the Purdue University on-line writing laboratory at [www.owl.english.purdue.edu](http://www.owl.english.purdue.edu)

- All work must be typed, double-spaced, with numbered pages unless the professor instructs otherwise. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
- Papers should use standard margins unless the professor instructs otherwise. The Microsoft Word default setting for margins is 1" top, 1" bottom, and 1.25" each left and right. The header and footer default setting is 0.5" from the edge.
- Papers should use standard fonts. The department standard is Times New Roman 12 point.
- Students should retain copies of all work turned in to the instructor.

**Nondiscriminatory language:** Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Faculty may return papers for revisions in language prior to grading. Be sensitive to your use of language

**Academic Misconduct:** Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations, but are also considered a serious breach of the ethical code of conduct for the social work profession. Students are expected to remember that they are in the process of becoming professional social workers. As such, they are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available to students on the Internet at [www.naswdc.org](http://www.naswdc.org).

**Special Needs:** Students with special needs should notify the instructor immediately so that available accommodations can be made. Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice) , 438-8620 (TTY).

**Electronics:** *All cell phones, pagers, and laptops, and other electronics (unless the student has a documented need for assistive technology) should be turned off during the class.*

## **ASSIGNMENTS**

The following assignments are designed to measure progress on the learning objectives for this course. Please see instructor's handout for writing guidelines and grading criteria.

The following five assignments are designed to facilitate and measure progress on the learning objectives for this course. Two papers and three examinations are required. Assignments are due at the beginning of the class session on the due date. Late work will lose one letter grade unless you have instructor approval. You are invited to turn in drafts of written work for instructor feedback before submitting the final draft for a grade.

Assignment #1: Social Work Ethics (35%)

Due: Week 7

Assignment #1 is designed to introduce students to the NASW Code of Ethics and to

facilitate initial reflection on professional social work ethics in light of one's own ethical and moral development. Specific guidelines will be provided.

Assignment #2: Understanding the impact of social prejudices on development (35%)  
Due: Week 13

Assignment #2 is designed to begin immersion in the literature related to empirical research on social prejudices and adolescent development. Specific guidelines will be provided.

Assignment #3: Examination #1 (10%)  
Due: Week 6

Examination #1 covers Zastrow & Kirst-Ashman (2007) Chapters 1, 2, 3, 4, readings, lectures, and discussions.

Assignment #4: Examination #2 (10%)  
Due: Week 8

Examination #2 covers Zastrow & Kirst-Ashman (2007) Chapters 5 and 9, readings, lectures, and discussions since examination 1.

Assignment #5: Exam #3 (10%)  
Due: Week 17

Exam #3 covers Chapters 6, 7, 8, and 13.

### **GRADING**

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

### **Grade Allocation:**

Grades for the course will be assigned using the following formula:

–	Social Work Ethics paper	35%
–	Social Prejudices paper	35%
–	Examination #1	10%
–	Examination #2	10%
–	Examination #3	10%
	Total	100%

## COURSE SCHEDULE

Session 1:	<b>General topic: Introductions, worldviews, values and theoretical perspectives.</b>
Day and Date:	Sec. 1 - Monday, August 22, 2011 Sec. 2 – Wednesday, August 24, 2011
Required Readings:	<b>Course text:</b> Zastrow & Kirst-Ashman (2010). Chapter 1, Introduction to human behavior and the social environment.
Class Assignment/ Activity	

Session 2:	<b>General topic: Theoretical, conceptual and empirical foundations. Introductions, worldviews, values and theoretical perspectives continued.</b>
Day and Date:	Sec. 1 - Monday, August 29, 2011 Sec. 2 – Wednesday, August 31, 2011
Required Readings:	<b>Course text:</b> Zastrow & Kirst-Ashman (2010). Chapter 1, Introduction to human behavior and the social environment  <b>Recommended Readings:</b> Reamer, F.G. (1995). Ethics and values. In R.L. Edwards (Ed.), Encyclopedia of Social Work (19th ed., pp. 893-902). Washington, DC: NASW Press.
Class Assignment/ Activity	

Session 3:	<b>General topic: Bio/psycho/social systems and their impacts on prenatal, infancy and childhood.</b>
Day and Date:	Sec. 1 - Monday, September 5, 2011 (Labor Day, no classes held) Sec. 2 – Wednesday, September 7, 2011

Required Readings:	<p><b>Course text:</b> Zastrow &amp; Kirst-Ashman (2010). Chapter 2, Biological development in infancy and childhood.</p> <p><b>Recommended Readings:</b> Download the information Factsheet Packet from the website <a href="http://www.mnadopt.org">www.mnadopt.org</a></p>
Class Assignment/Activity	

<b>Session 4:</b>	<b>General topic: Bio/psycho/social systems and their impacts on prenatal, infancy and childhood, continued.</b>
Day and Date:	Sec. 1 - Monday, September 12, 2011 Sec. 2 – Wednesday, September 14, 2011
Required Readings:	<p><b>Course text:</b> Zastrow &amp; Kirst-Ashman (2010). Chapter 3, Psychological development in infancy and childhood.</p>
Class Assignment/Activity	

<b>Session 5:</b>	<b>General topic: Bio/psycho/social systems and their impacts on prenatal, infancy and childhood, continued.</b>
Day and Date:	Sec. 1 - Monday, September 19, 2011 Sec. 2 – Wednesday, September 21, 2011
Required Readings:	<p><b>Course text:</b> Zastrow &amp; Kirst-Ashman (2010). Chapter 3, Psychological development in infancy and childhood.</p>
Class Assignment/Activity	

<b>Session 6:</b>	<b>General topic: Bio/psycho/social systems and their impacts on prenatal, infancy and childhood continued.</b>
Day and Date:	Sec. 1 - Monday, September 26, 2011 Sec. 2 – Wednesday, September 28, 2011
Required Readings:	<b>Course text:</b> Zastrow & Kirst-Ashman (2010). Chapter 4, Social development in infancy and childhood.
Class Assignment/Activity	DUE: Assignment #3 - Examination #1

<b>Session 7:</b>	<b>General topic: Ethnocentrism and racism.</b>
Day and Date:	Sec. 1 - Monday, October 3, 2011 Sec. 2 – Wednesday, October 5, 2011
Required Readings:	<b>Course text:</b> Zastrow & Kirst-Ashman (2010). Chapter 5, Ethnocentrism and racism; and Chapter 9, Gender identity and sexism
Class Assignment/Activity	DUE: Assignment #1: Social Work Ethics Reflection paper

<b>Session 8:</b>	<b>General topic: Gender Roles and Sexism</b>
Day and Date:	Sec. 1 - Monday, October 10, 2011 Sec. 2 – Wednesday, October 12, 2011
Required Readings:	<b>Course text:</b> Zastrow & Kirst-Ashman (2010). Chapter 9, Gender Identity and sexism.
Class Assignment/Activity	DUE: Assignment #4 - Examination #2

<b>Session 9:</b>	<b>General topic: Bio/psycho/social systems and their impacts on adolescence and young adulthood</b>
Day and Date:	Sec. 1 - Monday, October 17, 2011 Sec. 2 – Wednesday, October 19, 2011
Required Readings:	<b>Course text:</b> Zastrow & Kirst-Ashman (2010). Chapter 6, Biological development in adolescence
Class Assignment/Activity	

<b>Session 10:</b>	<b>General topic: Bio/psycho/social systems and their impacts on adolescence and young adulthood, continued.</b>
Day and Date:	Sec. 1 - Monday, October 24, 2011 Sec. 2 – Wednesday, October 26, 2011
Required Readings:	<b>Course text:</b> Zastrow & Kirst-Ashman (2010). Chapter 7, Psychological development in adolescence
Class Assignment/Activity	

<b>Session 11:</b>	<b>General topic: Bio/psycho/social systems and their impacts on adolescence and young adulthood, continued.</b>
Day and Date:	Sec. 1 - Monday, October 31, 2011 Sec. 2 – Wednesday, November 2, 2011
Required Readings:	<b>Course text:</b> Zastrow & Kirst-Ashman (2010). Chapter 7, Psychological development in adolescence
Class Assignment/Activity	

<b>Session 12:</b>	<b>General topic: Bio/psycho/social systems and their impacts on adolescence and young adulthood, continued.</b>
Day and Date:	Sec. 1 - Monday, November 7 2011 Sec. 2 – Wednesday, November 9, 2011
Required Readings:	<b>Course text:</b> Zastrow & Kirst-Ashman (2010). Chapter 8, Social development in adolescence
Class Assignment/ Activity	

<b>Session 13:</b>	<b>General topic: Gender roles, sexism, and sexual orientation.</b>
Day and Date:	Sec. 1 - Monday, November 14, 2011 Sec. 2 – Wednesday, November 16, 2011
Required Readings:	<b>Course text:</b> Zastrow & Kirst-Ashman (2010). Chapter 13, Sexual Orientation
Class Assignment/ Activity	DUE: Assignment #2: Understanding the impact of social prejudices on development

<b>Session 14:</b>	<b>General topic: Thanksgiving Break no class</b>
Day and Date:	Sec. 1 - Monday, November 21, 2011 Sec. 2 – Wednesday, November 23, 2011
Required Readings:	
Class Assignment/ Activity	

<b>Session 15:</b>	<b>General topic: Gender roles, sexism, and sexual orientation, continued.</b>
Day and Date:	Sec. 1 - Monday, November 28, 2011 Sec. 2 – Wednesday, November 30, 2011
Required Readings:	<b>Course text:</b> Zastrow & Kirst-Ashman (2010). Chapter 13, Sexual orientation.
Class Assignment/ Activity	

<b>Session 16:</b>	<b>General topic: Review and integration</b>
Day and Date:	Sec. 1 - Monday, December 5, 2011 Sec. 2 – Wednesday, December 7, 2011
Required Readings:	<i>No class is planned for this week, but may be scheduled at the instructor's discretion</i>
Class Assignment/ Activity	DUE: Assignment #5 -Examination #3

<b>Session 17:</b>	<b>General topic: Final examination week.</b>
Day and Date:	December 13-17, 2011
Required Readings:	

## **BIBLIOGRAPHY AND FURTHER READINGS**

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