### COURSE SYLLABUS

#### I. COURSE DESCRIPTION

Human Behavior and the Social Environment (HBSE) I is an introduction to the concept of the person within his/her social environment. Utilizing a generalist perspective, students will examine problems in living as experienced by multi-sized systems including dyads, nuclear families, extended families, and informal support groups. (HBSE II) will move this examination into the areas of larger systems including groups, organizations, and communities. The student is expected to have a foundational knowledge of basic biology, sociology and psychology before beginning this course.

This course will develop the person-in-situation perspective by examining biological, sociological, and psychological, cultural, and spiritual development of the individual across the lifespan within the context of small systems (including families, friendship networks, and fictive kin systems). Students will achieve an increased awareness of personal and professional values in relation to individual and family systems. Students will gain knowledge that will enable them to recognize diversity within and between individuals and the family. Attention will be given to the social worker's function in the analysis of these areas as they impact the family. This course also prompts the student toward self-assessment.
REQUIRED TEXT:


RECOMMENDED TEXT:


II. PROGRAM LEARNING OUTCOMES

1. Identify as a professional social worker and conduct oneself accordingly. (EPAS 2.1.1)
2. Apply social work ethical principles to guide professional practice. (EPAS 2.1.2)
3. Apply critical thinking to inform and communicate professional judgments. (EPAS 2.1.3)
4. Engage diversity and difference in practice. (EPAS 2.1.4)
5. Advance human rights and social and economic justice. (EPAS 2.1.5)
6. Engage in research–informed practice and practice-informed research. (EPAS 2.1.6)
7. Apply knowledge of human behavior and the social environment. (EPAS 2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EPAS 2.1.8)
9. Respond to context that shape practice. (EPAS 2.1.9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (EPAS 2.1.10)

*Educational Policy and Accreditation Standards (EPAS) for the Council on Social Work Education

III. CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist social work practice, defined as follows:

Generalist practice serves diverse client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations and communities. It is not confined by a narrow cadre of theories; rather it is versatile enough to allow problems and situations, as well as strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value, and skill base which demands ethical practice and on-going self-assessment.

Briefly, generalist social work practice:
- Is multi-level to include individuals, families, groups, organizations and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
• Utilizes multiple interventions at multiple levels, as appropriate
• Addresses the complexity of individual, family, group, organizational and community system interactions
• Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk.

IV. COURSE OBJECTIVES (Student Learning Outcomes: SLO)

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

1. To critique knowledge to understand person and environment, and human problems in living in the context of individual, families and small groups (PB: 7.2, EP 2.1.7).

2. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation with individual and families (PB: 7.1, EP 2.1.7).

3. To make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics/International Federation of Social Workers when working with individuals, families, and small groups (PB: 2.2, EP 2.1.2).

4. To substantively and affectively understand theories in preparing for action with individuals, families, groups (PB: 10.1, EP 2.1.10).

5. Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups (PB: 4.2, EP 2.1.4).

6. To distinguish, appraise, and integrate multiple sources of theoretical knowledge, including research-based knowledge, and practice wisdom with individuals and small groups (PB: 3.1, EP 2.1.3).

7. Develop an understanding of the forms and mechanisms of oppression and discrimination in working with individual and families (PB: 5.1, EP 2.1.5).

8. To recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in generalist social work practice (PB:4.1, EP 2.1.4).

9. Recognize and manage personal values in a way that allows professional growth in understanding generalist social work practice (PB: 2.1, EP 2.1.2).

V. INSTRUCTIONAL METHODS

The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, and individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for
discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students attend regularly, read the assigned material, and come to class prepared to discuss what they have read. Students will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

VI. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

This course will utilize D2L (myCourses) to support the delivery of course content (for help with Blackboard go to http://www.Blackboard.sfasu.edu). The student will need basic skills regarding the use of a word processor and web browser. The student must have access to a computer that meets the minimum requirements (for specific details go to http://sfaonline.sfasu.edu/gettingstarted.html). Computers are available to current students through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE

Week 1: 01/19-01/21

Course Overview and Syllabus Information
Class Exercise

Introduction
Human Behavior Theory and Social Work Practice
CSWE Core Competencies
Generalist Practice
Readings: Dale & Smith, Chapter 1

Student Exercise

Week 2: 01/26-01/28

Introduction (continued)
Theory and Practice in Social Work
Theoretical Range
Theories as Maps
Readings: Dale & Smith, Chapter 1

Foundations for Social Systems Theory
Nature of Theory
Social Systems Perspective
General Systems Theory
Readings: Dale & Smith, Chapter 2

Week 3: 02/02-02/04

Foundations for Social Systems Theory (continued)
Ecological theory
Person in Environment
Functional theory
Symbolic interactionism and role theory
Readings: Dale & Smith, Chapter 2

Social Systems and Social Work
Social systems in generalist practice
Development of social systems
Social systems cycle
Readings: Dale & Smith, Chapter 3

Week 4: 02/09-02/11
Social Systems and Social Work
Social systems features
Definitions
Readings: Dale & Smith, Chapter 3
(Review for Exam 1)

EXAM 1

Week 5: 02/16-02/18
Social Systems and Social Roles
Systems, role theory, generalist practice
Major role concepts
Roles as social structures
Readings: Dale & Smith, Chapter 4

ASSIGNMENT A DUE 02/18

Week 6: 02/23-02/25
Social Systems and Social Roles (continued)
Role dynamics
Common role problems
Role problem resolution strategies
Readings: Dale & Smith, Chapter 4

Psychodynamic Theories
Individual theory
Psychoanalytic/ psychodynamic theory
Theoretical base of analytical psychology
Theoretical base of individual psychology
Readings: Dale & Smith, Chapter 5

Week 7: 03/-03/03
Psychodynamic Theories (continued)
Childhood attachment theory
Object relations theory
Neurosis and striving
Sane Society
Psychodynamic theory in systems perspective
Readings: Dale & Smith, Chapter 5

Midterm Review
Week 8: 03/08-03/10  Psychosocial Theory: A Social Systems Perspective
Psychosocial theory
Biological connection
Infancy
Post infancy
Preschool
School age
Readings: Dale & Smith, Chapter 6

MIDTERM EXAM

Week 9: 03/22-03/24  Psychosocial Theory (continued)
Adolescence
Early Adulthood
Middle adulthood
Late adulthood
Readings: Dale & Smith, Chapter 6

Week 10: 03/29-03/31  Behavioral Learning Theories
Behavioral learning theory
Concepts
Social learning theory
Cognitive behavioral theory
Readings: Dale & Smith, Chapter 7

REFERENCES FOR ASSIGNMENT B DUE 03/31

Week 11: 04/05-04/07  Cognitive and Humanistic Theories
Cognitive development theory
Moral development theory
Humanistic theory
Person-centered theory
Readings: Dale & Smith, Chapter 8

EXAM III

Week 12: 04/12-04/14  Family Theories
Families as emergent structures
Structural family theory
Family Systems Theory
Readings: Dale & Smith, Chapter 9

ASSIGNMENT B DUE 04/14
Week 13: 04/19-04/21

Family Theories (continued)
Family systems theory
Communications/Interactive theory

Readings: Dale & Smith, Chapter 9

Group Theories
Social Groups
Primary and secondary groups
Natural and rational will
Formed vs natural groups
Task vs treatment groups
Field theory
Exchange theory
Readings: Dale & Smith, Chapter 10

Week 14: 04/26-04/28

Group Theories (continued)
Psychoanalytic Tavistock groups
Behavioral Group Theory
Role theory in groups
group process
In-groups and out-groups
Group development
Therapeutic factors
leadership
Readings: Dale & Smith, Chapter 10

Week 15: 05/03-05/05

Comprehensive Review of Course
Course Summary and Evaluations
Review for Final Exam

Week 16: 05/09/16

FINAL EXAM
10:30am-12:30pm

VIII. COURSE REQUIREMENTS

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Please refrain from providing too much personal information during class discussions unless appropriate. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.
**Cell Phones/Pagers/Electronic Devices:** Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions will result in a deduction of points from the final average.

**B. Readings:** Readings will be assigned at the professor’s discretion and will be from websites or provided in a manner that is conducive for the class. Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, students are expected to complete the assigned readings prior to class. Furthermore, students are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, students should present well formulated questions and comments that demonstrate prior preparation.

**C. Exams:** Four major application exams will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses (online), and guest presentations are subject to examination. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions.

The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at [www.sfasu.edu/bulletin](http://www.sfasu.edu/bulletin)). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

**D. Quizzes:** A total of 4 quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. *The quizzes will be unannounced and may occur at anytime during the class period.*

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor.

**E. Assignments:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments A & B are to be typewritten in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the *Publication Manual of the American Psychological Association* (6th ed.). Failure to meet these guidelines will result in loss of points. See the descriptions of Assignments A & B for guidelines.

All late assignments will be evaluated at the end of the semester. Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused
absence as defined by the SFASU General Bulletin.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Total</th>
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<tbody>
<tr>
<td>Exams</td>
<td>4 @ 100 pts.</td>
<td>400</td>
</tr>
<tr>
<td>Quizzes</td>
<td>4 @ 20 pts.</td>
<td>80</td>
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<tr>
<td>Assignment A</td>
<td>100 pts.</td>
<td>100</td>
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<tr>
<td>Assignment B</td>
<td>100 pts.</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>680</strong></td>
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**Grading Scale:**

- **A** 609 – 680
- **B** 541 – 608
- **C** 473 – 540
- **D** 405 – 472
- **F** 0 – 404

**Academic Integrity (SFASU Policy A-9.1)**

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). **All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**IX. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
This assignment is designed to help students identify practice behaviors, which augment the Ten Core Competencies. In this paper you will talk about yourself in the context of a bio-psychosocial assessment. Since you are expected to be honest and candid about your experiences and how they have shaped you as an individual, the information provided in this paper will remain confidential. The paper should follow the format provided below and contain the noted information.

**Introduction**

The purpose of this section is to set the stage for the assessment. Briefly tell your audience the purpose of this paper and what it will cover.

**Assessment EPAS 2.1.10, PB 10.4-10.7**

**Individual**

The purpose of this section is to talk about who you are as an individual. This includes more than name, age and gender. For example, be sure to include your race/ethnicity, religion, sexual orientation, personality characteristics, interests, strengths/weaknesses, and coping skills.

**Biological and Psychological Development**

This section should include information about your developmental milestones. You should also identify significant biological and psychological events that have impacted your development. Include an explanation as to how these events have shaped who you are as an individual.

**Family**

This section should provide an overview of your family members/structure (both immediate and extended), including a genogram of your family system. You also need to choose one “problem in living” or crisis which your family has encountered in the past. Describe how that problem occurred, how it impacted the family system, how the family coped with the problem, and what support systems (including any friendship, fictive kin, neighborhood, or other informal systems)
were utilized to resolve the problem. Finally, this section should include an explanation as to how your family has shaped who you are as an individual. \textbf{EPAS 2.1.10, PB 10.1, 10.2, 10.3}

\textbf{Social:} This section should provide an overview of your social situation, which includes intimate relationships, friendships, social activities, religious/spiritual activities, and civic involvement. This section should also include an explanation as to how these activities and relationships have shaped who you are as an individual. Furthermore, you need to choose one significant dyad relationship that you have been involved with and explain in detail how that relationship has shaped who you are as an individual.

\textbf{Education:} In this section you need to talk about your educational background, including schools attended, academic performance, and your motivation for pursuing a college degree. Include a discussion about how the previously mentioned individual, family, and social factors have impacted your pursuit of a formal education.

\textbf{Summary}

Briefly summarize the main points of your paper- be sure to include the points that you want the audience to remember.

\textbf{References}

The assignment will be evaluated based on its adherence to the above guidelines, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines.

\textbf{You will submit the assignment by email in drop box in D2L no later than 11:00 a.m. on the due date for the assignment. The assignment will be considered late until it has been submitted.}

The assignment is worth a total of 60 points, including 5 points for grammar, organization, and APA formatting. This assignment is due: \textbf{02/18}
Assignment A: Theory Application
EPAS 2.1.10, PB 10.1 to 10.13
(40 pts)

Application of Theory

Family: Choose one human behavior theory related to families and use it to explain the dynamics within your family.

Social Interaction: Choose one human behavior theory related to social interaction and use it to explain one of the following: dyad relationship, interaction with a peer group, or interaction with an informal support system.

Socialization: Choose one human behavior theory related to socialization and use it to explain your socialization into the culture and traditions of your society.

Summary

Briefly summarize the main points of your paper- be sure to include the points that you want the audience to remember.

References

The assignment will be evaluated based on its adherence to the above guidelines, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines.

You will submit the assignment by email in drop box in D2L no later than 11:00 a.m. on the due date for the assignment. The assignment will be considered late until it has been submitted.

The assignment is worth a total of 40 points, including 5 points for grammar, organization, and APA formatting. This assignment is due: 02/18
Assignment B: Problems in Living Paper
EPAS 2.1.10, PB 10.1 to 10.3

In order to complete this assignment you need to choose one of the following family crises or “problems in living”:

1. Families and physical health crisis.
2. Families and mental health crisis.
3. Families and poverty.
4. Families and loss (death, natural disaster, war, displacement, refugees, school/job shootings, abduction).
5. Families and stress (unemployment, abuse, substance abuse).
6. Families and challenges of aging.
7. Family violence.
8. Interpersonal conflict within families (sibling abuse, sexual abuse, gay/lesbian acceptance).

Find and read at least 8 articles from books and peer reviewed professional journals addressing Parts I & II). At least four of the 8 sources should be articles from peer reviewed professional social work journals (or closely related disciplines). The paper will be at least five typed, double-spaced pages plus a title page and list of references. The paper should follow the format provided below and contain the noted information.

Introduction

The purpose of this section is to set the stage for the paper. Briefly tell your audience the purpose of this paper and what it will cover.

Literature Review

Summarize the current literature and research on the chosen topic. Be sure to provide a general overview of the problem (prevalence, impact, etiology) and its impact on families. You also need to discuss coping mechanisms used by families to deal with the problem or situation. Finally, be sure to discuss the relationship between race/ethnicity and the social problem and its impact on the family system.
Summary
Briefly summarize the main points of your paper. Be sure to include the points that you want the audience to remember.

References
The assignment will be evaluated based on its adherence to the above guidelines, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines.

You will submit the assignment by email in drop box in D2L no later than 11:00 a.m. on the due date for the assignment. The assignment will be considered late until it has been submitted.

The assignment is worth a total of 50 points, including 5 points for grammar, organization, and APA formatting. This assignment is due: 04/14
Assignment B: Problems in Living Paper
EPAS 2.1.10, PB 10.1 to 10.3

Relevant Theories

Theories: Identify and explain three theories which might explain the existence of the problem. For example, if your problem is “family violence”, choose theories addressing the causes and explanations of violence within the family.

Critique

Critique each of the three theories identified in the previous section. Use the following questions to guide your critique: EPAS 2.1.6, PB 6.1 to 6.2

1. Is the theory based on research?
2. Does the theory explain only causation for certain types of families?
3. Does the theory apply to ethnic minorities and other special populations?
4. Would it apply to rural families?
5. Are there some factors for which the theory does not account?

Once you have critiqued the three theories, you need to answer the following questions:

1. Which theory is the most plausible? Why?
2. Which is the least feasible? Why?

Relevance to Generalist Social Work Practice

In this section you need to discuss the usefulness of the three theories identified above to a generalist social work practitioner. Include in your discussion the impact of social work values and ethics on selection and integration of these theories in generalist practice. You also need to identify two ways in which a generalist social worker might intervene with a family that is experiencing the chosen problem. EPAS 2.1.7, PB 7.1, 7.2
Summary
Briefly summarize the main points of your paper. Be sure to include the points that you want the audience to remember.

References
The assignment will be evaluated based on its adherence to the above guidelines, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines.

You will submit the assignment by email in drop box in D2L no later than 11:00 a.m. on the due date for the assignment. The assignment will be considered late until it has been submitted.

The assignment is worth a total of 50 points, including 5 points for grammar, organization, and APA formatting. This assignment is due: 04/14
BIBLIOGRAPHY


International Federation of Social Workers (IFSW) http://www.ifsw.org/


