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SWK 225: Human Behavior in the Social Environment OER Collection

2021

SWK 225: Syllabus

Erin Stevenson

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SWK 225 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT SYLLABUS

Eastern Kentucky University - Department of Social Work
Fall 2021 - 3 credits - August 16 to December 6 – CRN 10292

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Student Hours: Schedule at <https://calendly.com/erin-stevenson-1/30minutemeeting>
Class Meetings: Tuesday/Thursday 11-12:15pm (check course schedule) in Powell 203

COURSE MATERIALS

Required Materials

Tyler, S. (2020). Human behavior and the social environment I. University of Arkansas Libraries. OER Textbook <https://uark.pressbooks.pub/hbse1/>

This textbook is an **Open Educational Resource (OER)** available online free of charge. You may download a PDF version to have on your desktop if you prefer or you may access it here - <https://uark.pressbooks.pub/hbse1/> A link is also available on our SWK 225 Blackboard page in the main menu under Content and Assignments.

Additional readings will be assigned, most of which are available in full text as OERs or through the ECU Library's electronic journal databases. If you have difficulty with library searches, you can start by exploring the social work research guide at libguides.eku.edu/socialwork. Contact the social work and distance learning librarian, Brad Marcum at brad.marcum@eku.edu for individual meetings and additional support.

Supplementary Materials – Not Required

- American Psychological Association (2019). Writing Style Guide. <https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers> (Sample student papers are included on the APA website. I highly recommend them.)
- Ashford, J. B. & LeCroy, C. W. (2013). Human behavior in the social environment: A multidimensional perspective (5th ed.). Brooks/Cole.
- Gambrell, E. (2014). Social work practice: A critical thinker's guide. Oxford University Press.
- Hutchison, E.D. (2015). Dimensions of human behavior: The changing life course (5th ed.). Sage.
- National Association of Social Workers (2017). NASW code of ethics. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Robbins, S. P., Chatterjee, R., & Canda, E. R. (2012). Contemporary human behavior theory: A critical perspective for social work (3rd ed.). Pearson/Allyn and Bacon.
- Rogers, A. T. (2019). Human behavior in the social environment: Perspectives on development and the life course (5th ed.) Routledge. ISBN: 978-1-138-60824-5

Course Description

(3 credit hours), **Prerequisites or Corequisites:** SWK 210, SOC 131, and PSY 200. Biopsychosocial perspective of human behavior and social interactions based on systems theory. Explores traditional and alternative paradigms of developmental life cycle and family interactions. Emphasis on developmental diversity in a multicultural society.

Generalist Social Work Practice Definition

According to the Council on Social Work Education ([CSWE, 2015](#)):

“Generalist Practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice” (p.11).

Critical Thinking Definition

“The ability to use intellectual and affective processes, which evaluate statements, arguments, and experiences by judging the validity and/or worth of those statements, arguments, and experiences. Critical thinking entails the ability to carefully evaluate the validity of an assumption and even of a so-called fact” (Kirst & Hull, 2002, p. 27).

“Critical thinking involves the careful examination and evaluation of beliefs and actions” (Gibbs & Gambrill, 1996, p. 3).

Student Learning Outcomes

Student outcomes will be based on the [2015 Council of Social Work Education \(CSWE\) Competencies](#). ECU's Social Work program is an accredited program as certified by CSWE.

The nine CSWE competencies include:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

After successful completion of SWK 225, students will be able to:

- 1) Apply a basic theoretical knowledge to the bio/psycho/social aspects of human behavior.
- 2) Recognize and apply developmental life span theories and concepts as they pertain to individual development within a diverse framework that recognizes differences in cultural expectations and the linkage of theory to social work practice.
- 3) Identify meaningful sociocultural differences and alternative developmental responses which often occur with individuals who are members of at-risk or marginalized populations.
- 4) Critically assess research in the social sciences and the ongoing development and maintenance of an effective body of professional theoretical knowledge.
- 5) Apply to social work practice the ethical values and concepts regarding people, their inherent-worth and dignity, and the promotion of self-determination which is essential to effective and meaningful change processes.
- 6) Identify and describe how acts of violence, both societal and individual, impact human development and functioning.
- 7) Identify and describe existing personal values and various bias within the social environment as well as systems of oppression present in society.

GRADING SCALE

More specific guidelines and rubrics for each assignment may be found on Blackboard under each module, but all work in this course will be graded on the basis of clarity, accuracy, and depth of analysis. The grading scale for this course is described here.

Letter	Points	Percentage	Description
A	900-1000	90-100%	Excellent (great) – Comprehensive explanation, great writing, correct application of course content, consistent critical thinking, quality added through the use of personal/professional insight.
B	800-899	80-89%	Above average (good) – Comprehensive explanation, good writing, correct application of course content, and frequent evidence of critical thinking and use of personal/professional insight.
C	700-799	70-79%	Average (adequate) – Average explanation, adequate writing, some errors in application of course content or missing components, some evidence of critical thinking or use of personal/professional insight.
D	600-699	60-69%	Below Average (poor) – This is below standard work evidenced by a lack of sustained effort and application of content.
F	<600	<60%	Not Acceptable (very poor) – No submission, limited efforts to apply content.

OVERVIEW OF ASSIGNMENTS

A summary of the assignments for this course are provided in this table along with their potential point value. Grades will be assigned on Blackboard.

Assignments	Points each	Points total
Class Participation & Discussion	130	130
Human Diversity WIKI Group Project	100	100
Human Diversity Project Individual Paper	100	100
APA Format Quiz	20	20
Syllabus & Learning Resources Quiz	30	30
Reading Quizzes (7)	60	420
Case Review #1	100	100
Case Review #2	100	100
Total Possible Points		1000

Class Participation & Discussion

Participation in class activities and discussions will enhance your understanding of course concepts. To provide an opportunity to examine human behavior theories and perspectives through case examples we will work in small groups to discuss key topics. The prompts and instructions for each discussion activity will be provided in class.

Human Diversity Project – Group WIKI and Individual Paper

You will study a vulnerable population as part of the Human Diversity Project. Over the course of several weeks you will work collaboratively with a small group to design WIKI pages that focus on identifying challenging conditions that contribute to decreased quality of life for your group's assigned vulnerable population. Then you will examine how members of that population might respond to these challenging conditions using human behavior theories and a strengths perspective. At the end of the project, you will write an individual brief report following assignment guidelines on Blackboard.

Quizzes

The completion of several reading and resource quizzes is required for the course. The purpose of quizzes is to help students gain familiarity with key concepts including APA format, Learning Resources, and assigned readings. Quizzes vary in length and consist of true/false and multiple-choice questions taken through Blackboard. Students have unlimited attempts before the quiz is due with the highest grade automatically recorded in the gradebook. Students may reference their materials while taking the quiz. The quizzes are all open from the start of the course and you may take them any time before the due date. Late quizzes are accepted but will be deducted 5 points per day.

Case Review #1 and #2

The purpose of this assignment is for students to apply human behavior theories addressed in class as they pertain to Case Vignettes provided for you. You will follow guidelines described in the assignment link on Blackboard to examine two different Case Vignettes in relation to human behavior theories and to provide your thoughts on social advocacy options.

COURSE SCHEDULE

Access the course schedule document on Blackboard under the “Syllabus and Course Schedule” link in order to view specific details for each assignment, including due dates. This is the only place where due dates for assignments will be listed. Be sure to check back regularly! You are responsible for ensuring you meet deadlines.

COURSE POLICIES

University Policies

The following policies are described in detail at this link: <https://academicaffairs.eku.edu/syllabi>

- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

Professional Conduct & Expectations

Students in the Social Work program should conduct themselves as professionals in relation to the class session and assignments. Students are expected to be actively involved in the knowledge building process and to participate fully in the course. Assignments are designed to help you gain experience and knowledge that will increase your competence as a professional social worker. As such, students are expected to complete all assignments for class, participate in class discussions, and demonstrate respect for the beliefs and experiences of others throughout the course. The ability to debate and analyze issues is central to this class. Respect for the opinions of others is expected. Opinions expressed in class discussions should be supported by data or carefully reasoned argument.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:

- Think through your comments before you make them.
- Make comments to the entire group and not to the person(s) nearest to you.
- Never make derogatory comments toward another person in the class.
- Disagree with ideas, but do not make personal attacks.
- Be open to being challenged or confronted on your ideas or prejudices.
- Challenge and confront others with the intent of facilitating growth, not to demean others.
- Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
- Be open to change.

- See also [Part 4 of the ECU Student Handbook](#).

Papers should be formatted following the [American Psychological Association \(APA\) Publication Manual 7th Edition](#). The writing of papers is expected to be organized, fully conceptualized, succinct in explanation, supported by facts and grammatically correct. A trained consultant at the [Noel Studio for Academic Creativity](#) will work with you to help at any point in completing an assignment.

Student feedback is always welcomed. The instructor will strive to be responsive to student needs, clear in expectations, and fair in grading. The instructor also reserves the right to adapt the syllabus to better serve student needs. Students will be notified verbally and/or in writing of any changes.

Netiquette

In this course, as in most other courses at ECU, we will exercise “netiquette” or network etiquette. Netiquette refers to respectful communication and interaction with each other online, in discussion boards, and by email. There are several general guidelines for proper netiquette.

1. Remember your emotions! Social work discussions include many topics that may inspire strong feelings. Communication on discussion boards or in email can easily be misconstrued without your facial expressions and tone to help with interpretation.
2. Please consider your comments carefully before submitting or sending them. If you are reacting, rather than reflecting and responding, it may be a good idea to step away for a few minutes.
3. Never assume someone speaks on behalf of a whole community or organization. We are speaking of individuals and our personal ideas so we must assume all opinions and correspondence are personal expressions of the author alone.
4. We expect that all of your comments will be professional and reflect social work values. There is never a need for expletives or other slang terminology.
5. Most importantly, use common sense and employ the golden rule - “Treat others as you would like to be treated.”

Student Communication (EKU email statement)

An official ECU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this ECU email address. For this course, the instructor will send out regular announcements and updates so please check your ECU email regularly. For information about your personal academic performance, please contact your instructor directly via email at erin.stevenson@eku.edu.

Attendance Statement

Students should make every effort to attend every class, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work.

COVID-19 Precautions

Students enrolled in this course are required to follow all university policies, including the Student Code of Conduct and policies related to public health and Healthy On Campus initiatives. These initiatives include properly wearing a face covering at all times while in indoor spaces, maintaining distancing, cooperating with efforts to sanitize classroom areas, and other procedures set forth at the ECU website dedicated to COVID-19.

It is incumbent upon each of us to do our part to create a safe and healthy environment to live and learn. A face covering is required inside all ECU buildings, including classrooms. Wearing a face covering can have a tremendously positive impact on mitigating the spread of the COVID-19 virus. Your health and wellbeing is our primary concern. The University is following the most current CDC guidelines available in conjunction with the Governor's executive orders and the direction of the Madison County Health Department.

At a minimum, each of us should:

- Wash your hands often with soap and water
- Cover your nose and mouth with a face covering when inside ECU buildings
- Cover coughs and sneezes
- Clean and disinfect surfaces in your environment
- Monitor your health for the [symptoms of COVID-19](#) and seek medical attention if needed
- Self-isolate if you meet the most [current guidelines for isolation](#) or:
 - If you have been identified as having a positive COVID-19 test
 - If you have been identified by a health department official as being a primary contact
 - If you are a Person Under Investigation (PUI) for COVID-19.

The university's response to COVID-19 is fluid and dynamic. Please refer to our website for the [latest guidance and university protocols](#). Students requiring an accommodation for face coverings should contact the Center for Student Accessibility.

Student Progress and Add/Drop Policy

Grades for assignments and exams will be available under "My Grades" on Blackboard, updated no more than one week after assignments are submitted. Please check your grades regularly and contact your instructor/facilitator if there are any mistakes. If you think you need to drop the course keep in mind these deadlines and discuss with your instructor:

- Term start: 08/16/21
- Last day to add or drop a class: 08/22/21
- Last day to convert to Audit or Pass/Fail: 09/03/21
- Midterm grades due: 10/04/21
- Last day to withdraw from class without a fee or "W" on transcript: 10/11/21
- Last day to withdraw from class (fee applies, "W" on transcript): 11/07/21
- Term end: 12/04/21

For additional information, consult the Colonel's Compass: <https://colonelscompass.eku.edu/>

Please be advised that instructors may drop students from any course due to non-participation per the university's [First Day of Class Attendance](#)-Disenrollment Policy.

Late Work

All assignments must be submitted via Blackboard by the due date and time as listed in the Course Schedule. Unless you have made other arrangements with the instructor, late assignments will be reduced by 5 points for each day it is late up to five days after which a zero is allocated. Please reach out to the instructor sooner rather than later for support; this allows us to work together for the best learning outcomes.

Incomplete Policy

Students are expected to complete all work by the last day of class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or military service as outlined by University Policy. It is the responsibility of the student to request an incomplete by meeting with the instructor. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who do not complete the appropriate paperwork for an Incomplete Grade, or who fail to complete the required work, will be assigned a default grade of "F".

Technological Requirements

Blackboard (BB) is the learning management system we will be using. You can [login to Blackboard here](#) by using your ECU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester. In order to participate in this course, you must have the following:

1. A working computer system with the latest version of [Firefox](#) or [Chrome](#). Mobile apps are available for [Apple iOS](#) and [Android](#). Though you can access many features from a mobile device or tablet, it is highly recommended that you complete and submit your work using a personal computer to ensure optimum performance.
2. Access to a reliable moderate-to-high speed Internet connection for viewing the videos and films.
3. Access to Microsoft Word. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)
4. A PDF viewer. We recommend Adobe Reader. [If you don't have the Adobe Reader application, click here for access to a free download.](#)
5. Basic computer skills, including word processing, emailing, navigating Blackboard and the ECU library website, and viewing videos.
6. Access to a microphone or other audio-recording device (for use with Voicethread or YouTube video creations). Your computer or phone's built-in microphone should be perfectly adequate.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the ECU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or support@eku.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work. Check out the resources on the [Remote Learning Resources](#) link in the left-hand menu on Blackboard for more tips and assistance.

Writing Assistance

The Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more. Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between. You can learn more about online consultations at studio.eku.edu/online-consultations. Schedule your own online consultations by following the directions at <https://studio.eku.edu/schedule-appointment>. Have questions or need help with scheduling? Use the chat box at studio.eku.edu.

The Student Success Center

The Student Success Center provides free assistance for all ECU students. Students can request tutoring in more than 150 subjects, as well as other services including mentoring, workshops, advising, study space, computer use, and to ask questions related to your college experience. The ECU Gurus are trained tutors and mentors in the Student Success Center. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, test preparation, stress management, and more.

Drop-in assistance is available at our Library location on the ground floor. We also have Gurus available in Whitlock 347 and for drop-in questions in the Keen Johnson IT location. Online assistance is available by request or drop in on our Discord server: <https://discord.gg/gtxKrnk>. For more information, visit our website at www.successcenter.eku.edu or email successcenter@eku.edu.

Library Support

You will need to use the library's electronic and hard-copy resources in this course. [EKU Libraries' Distance and Online Learning](#) page is designed to help if you are taking online/remote classes. You can find answers to most of your questions in this section. For example, the library will mail hard copies of books or articles to an address for free using UPS, and you can return them to the library for free. If this section does not answer your questions, you can use the “**Ask Us**” **live chat feature** located on the upper-left corner of every library webpage. The online chat is available all weekdays and weekends/holidays at varying hours.

Additional Resources

Please keep the following numbers handy in case you or a friend may need the services offered by any of the organizations.

- ECU Student Health Services 622-1761
- ECU Counseling Center 622-1303

- Title IX at EKU 622-8020
- Colonel's Cupboard <https://communityservice.eku.edu/Cupboard> 622-3855
- Ampersand Sexual Violence Resource Center of the Bluegrass 800-656-4673
- Hope's Wings Domestic Violence Program 859-623-4095
- National Suicide Prevention Lifeline 800-273-8255