The University of South Dakota
Department of Social Work

SOCW 641: Human Behavior and the Social Environment
Fall 2017 - Online Course
[This course will be facilitated entirely online via Desire2Learn (https://d2l.sdbor.edu)]

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Inclusive Excellence
The University of South Dakota and the School of Health Sciences are committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences.

Course Description
This course is designed to provide the future social workers with a core understanding of individual and family functioning and functioning within the social environment which is indispensable knowledge at all levels of practice. Students will learn theories of human development, moral development, motivation, and diversity that impacts individuals as they develop over the life-span. Students will learn theoretical models that explain the interactions between the biological, social, psychological, and cultural systems that impact human behavior and their social environments. Skills in the evidence-based assessment techniques found to be effective across diverse client systems are learned and critiqued.

Rationale
This is an important course because it provides foundational knowledge on human development within the social environment. The course offers students a psychosocial perspective that includes psychodynamic theories. This course is important for students planning to enter into clinical practice and for those who plan to become involved in administration, research, or social planning. It provides the student with an in-depth understanding of the intense emotional impact of attachment, separation, loss and maltreatment that will enable them to offer adequate clinical treatment or design adequate social services and policies for vulnerable populations.

The theoretical framework adopted by the Department of Social Work has influenced the development of this course. In this course students are encouraged to develop their expertise in social work practice and knowledge using the theoretical framework as a lens through which critical thought guides their decisions. Students are taught to (a) ask important questions, (b) acquire and appraise evidence critically, (c) apply evidence with sensitivity to the situation, (d) analyze outcomes, and (e) adjust practice as needed.
Required Textbook


Recommended Book and Websites

National Association of Social Workers
http://www.naswdc.org


The Elements of Style–A Rule Book for Writing
http://www.bartleby.com/141/

Course Competencies

In accordance with the accreditation requirements of the Council on Social Work Education (CSWE), students will demonstrate these competencies during this course:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
<th>Knowledge, Values, Skills</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EP Competency 2.1.1</strong>&lt;br&gt;Identify as a Professional Social Worker and Conduct Oneself Accordingly</td>
<td>1. The student practices personal reflection and self-correction through appropriate use of supervision and consultation to assure continued professional development.</td>
<td>Knowledge&lt;br&gt;Successful completion of SOCW 641 will result in students having acquired knowledge of: 1. Human development within the life cycle and larger systems perspective and the ways in which individual, family, group, community, and societal behavior influence and are influenced by one another 2. The impact of contemporary globalization on the environments within which development unfolds [2.1.5(11), 2.1.9(16)] 3. The environmental conditions that promote or inhibit this development based on differential treatment due to</td>
<td>Exams, assignments, and class participations</td>
</tr>
<tr>
<td><strong>EP Competency 2.1.2</strong>&lt;br&gt;Apply Social Work Ethical Principles to Guide Professional Practice</td>
<td>2. The student makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. 3. The student recognizes and manages personal values in a way that allows professional values to guide practice yet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exams, assignments, and class participations
<table>
<thead>
<tr>
<th>EP Competency 2.1.3</th>
<th>Apply Critical Thinking to Inform and Communicate Professional Judgments</th>
</tr>
</thead>
<tbody>
<tr>
<td>to tolerate ambiguity in resolving ethical conflicts.</td>
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<tr>
<td>4. The student distinguishes, evaluates, and integrates multiple sources of knowledge, including evidenced-based practice and practice wisdom to the helping process (i.e. assessment, intervention, and evaluation).</td>
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<td>5. The student demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.</td>
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<td>6. The student is able to identify the extent to which culture’s structure and values contribute to the formation and mechanism of oppression, discrimination, and privilege.</td>
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<td>7. The student demonstrates sufficient self-awareness to mitigate the influence of personal biases and values in working with diverse groups.</td>
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<td>8. The student recognizes and communicates their understanding of the importance of difference in shaping life experiences and uses client systems as informants to expand that knowledge.</td>
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<tr>
<td>9. The student demonstrates practices that show a commitment to the profession’s imperative to work toward social and economic justice.</td>
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<tr>
<td>EP Competency 2.1.4</td>
<td>Engage Diversity &amp; Difference in Practice</td>
</tr>
<tr>
<td>to ethnicity, race, social class, gender, sexual orientation, and/or disability [2.1.1(1), 2.1.2(4), 2.1.4(8), 2.1.8(14)]</td>
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<tr>
<td>4. The major assumptions, theoretical propositions, and value assumptions of the major theoretical perspectives on human behavior in the social environment including the strengths and weaknesses of each perspective, especially across culturally diverse populations [2.1.1(1), 2.1.2(4), 2.1.2(5), 2.1.3(6), 2.1.4(8)]</td>
<td></td>
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<tr>
<td>Skills</td>
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<td>Successful completion of SOCW 641 will result in students having acquired skills in:</td>
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<tr>
<td>1. Analyzing and synthesizing information relevant to each of the major thematic sections of the course [2.1.3(6)]</td>
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<td>2. Critically assessing human growth and development from a micro-ecological perspective utilizing an integrative approach examining intrapersonal and interpersonal development, as well as societal structures and their impact on each other [2.1.2(4), 2.1.3(6), 2.1.3(7), 2.1.5(11), 2.1.8(14), 2.1.10(b)(20)]</td>
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<tr>
<td>3. Using professional theories, frameworks, and perspectives to understand and support human development across the lifespan [2.1.3(7), 2.1.7(13)]</td>
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</table>
EP Competency 2.1.5
Advance Human Rights & Social and Economic Justice

EP Competency 2.1.7
Apply Knowledge of Human Behavior & the Social Environment

EP Competency 2.1.9
Respond to Contexts that Shape Practice

EP Competency 2.1.10
Engage, Assess, Intervene & Evaluate w/ Individuals, Families, Groups, Organizations and Communities

10. The student critically applies appropriate theories of biopsychosocial development to guide the process of assessment, intervention, and evaluation.

11. The student engages in ongoing analysis of socioeconomic, environmental, technological and social trends to adjust and revise intervention approaches as necessary.

2.1.10(a) Engagement Practice Behavior:
12. The student promotes self-determination in the client systems while identifying a mutually agreed-on focus of work and desired outcomes.

2.1.10(b) Assessment Practice Behavior:
13. The student collects, organizes, and interprets client system data including identification of strengths and weaknesses.

4. Critically evaluating the relevance of the major conceptual and theoretical frameworks in terms of their strengths and weaknesses in assessing human development at various life stages [2.1.1(1), 2.1.2(4), 2.1.3(6), 2.1.3(7), 2.1.4(8), 2.1.6(12), 2.1.9(16)]

5. Integrating the various theories and conceptual frameworks into a holistic view of person in the environment [2.1.1(1), 2.1.2(4), 2.1.3(6), 2.1.4(8), 2.1.7(13), 2.1.9(16)]

Values:
Successful completion of SOCW 641 will result in students having acquired an appreciation for:

1. The central importance of social justice in all expressions of social work practice [2.1.2(4), 2.1.4(8), 2.1.5(11), 2.1.9(16)]

2. The wide diversity of healthy human development and behaviors [2.1.1(1), 2.1.2(4), 2.1.4(8)]

3. The uniqueness and differences of individuals, families, and groups based on their unique cultural, ethnic, and religious traditions, as well as their adaptations to their given environments [2.1.1(1), 2.1.2(4), 2.1.3(6), 2.1.4(8), 2.1.10(b)(20)]

4. The fundamental right of others to freely pursue a developmental journey shaped by their personal
Course Requirements

The course requirements include the following:

1. Read the syllabus carefully.
2. Read the Online Student Handbook, which is located on the upper, left-hand side of the D2L course home page in the USD Getting Started box.
3. Successful completion of weekly, video lecture or PPT reading, discussion forum (including, but not limited to, completing assigned readings, viewing presentations, watching/listening to selected online videos and other forms of multimedia, participating fully in online-class discussions, and any other assigned tasks associated with each unit of study).
4. Successful completion of the
   a. Midterm Examination
   b. Final Examination
   c. Assignment 1 – Your Developmental and Environmental Influences
   d. 12 online discussions
   e. Assignment 2 – Developmental Assessment

Course Structure

Freedom in Learning
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Attendance Policy and Class Participation
Students are to be active and fully participate in weekly online sessions. The instructor expects students to check into the course daily to see if there are any course updates, messages, and/or e-mail messages. Please inform the professor immediately if you are having difficulties in the course. Failure to demonstrate a consistent presence in the course may lead to a lower grade and possible administrative removal from the course. A professor-initiated withdrawal from a course may also result in a faculty review of the student’s continuation in the program. See the USD Catalog for additional information.

Academic Fraud, Plagiarism, Dishonesty and Cheating
The School of Health Sciences and the Department of Social Work considers academic fraud, plagiarism, dishonesty, and cheating to be serious acts of academic misconduct. The Department of Social Work
regards any form of academic dishonesty to be a sign that the student’s values and ethics may be incompatible with the values and ethics of the social work profession. Violation of the University Academic Honesty Policy may result in disciplinary action. Academic dishonesty includes cheating on exams or course assignments, plagiarism (using the ideas or words of another as one’s own without crediting the source), lying to get extensions on projects or exams, and any other form of dishonesty. See the student handbook for definitions and consequences which may include expulsion from the University (Student Conduct Code, https://portal.usd.edu/academics/registrar/loader.cfm?csModule=security/getfile&PageID=2390&casLogin=1).

All interactions or attempted interactions must be documented using the Academic Misconduct Informal Disposition form, available on the Registrar Office’s portal page at http://link.usd.edu/194.

Relevant policy links follow below:

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a) Given a zero for that assignment.
b) Allowed to rewrite and resubmit the assignment for credit.
c) Assigned a reduced grade for the course.
d) Dropped from the course.
e) Failed in the course.

Student Support Services
For information about the university’s technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook in the Getting Started widget on the course home page. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

EMAIL POLICY
The university email system is the formal email (i.e., @usd.edu) used to communicate with students. Please set up a student email account and provide the address to the professor.

If you need to e-mail the instructor in this course, please DO NOT use the email function within D2L; rather, send your email message to me using my regular USD email address, which is Soonhee.Roh@usd.edu.

The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to inquiries within forty-eight (48) hours on weekdays, or within seventy-two hours (72) on the weekends and holidays.

Special Needs/Accommodations
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should inform the instructor and must register with the Office of Disability Services during the first week of class. The Office of Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
For information please contact:

Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605)677-6389
www.usd.edu/ds; dservices@usd.edu.

Means of Evaluating/Grading

Coursework and weights are listed here:

<table>
<thead>
<tr>
<th>Task</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Mid and Final exam (each= 1 * 20%)</td>
<td>40</td>
</tr>
<tr>
<td>Assignment 1: Your Developmental and Environmental Influences</td>
<td>25</td>
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<tr>
<td>Assignment 2: Developmental Assessment</td>
<td>25</td>
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<tr>
<td>Total</td>
<td>100</td>
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Grades will be assigned in the following manner:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 69</td>
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</table>

Please see the graduate catalog and the MSW program’s student handbook for information regarding the University’s grading policy.

Grading/Turn-Around Policy

The instructor will provide each student with a grade and written feedback on each writing assignment within 14 days of the due date/time for that particular assignment. If, for some unforeseen reason, there is a delay, the instructor will promptly notify students and set a date for when students can expect to receive a grade/feedback from the instructor.
Mid and Final exams are auto graded immediately upon completion. The discussion questions will be graded within 10 days.
IMPORTANT: You can check your current grade at any time during the semester by clicking on the Assessments→Grades link. You will also be able to check the grades for any assessment, as well as feedback on those assessments, using this link as well.

Policy on Written Assignments

All written assignments are due on the dates/times indicated in the course outline section of this document. Any assignment not turned in by the due date/time will result in a total loss of points for that particular assignment.

IMPORTANT: All students should have the ability to submit course assignments and/or tasks as Microsoft Word 2010 or later documents (.DOC or .DOCX). The instructor will use Turnitin to check documents for plagiarism. In addition, the instructor will use GradeMark to score and offer written feedback to students on their written assignments.

Tasks/Assignments

Descriptions of major assignments and examinations

Note. Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the virtual learning environment, and to facilitate others’ ability to participate at the same time. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are posting on the discussion boards, and we take responsibility for completing assignments in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community. The assignments for this course have been designed with these ideas in mind.

NOTE: Please refer to our D2L course shell for session readings, course material, discussion topics, and tests, and assignment dates.

Class Participation- Discussion Board

There will be 10 online discussions including the initial online introduction in this course. You must answer all discussion board questions posted for each session. The first discussion will occur during the first week of the semester and will focus on weekly readings, case analyses, or videos. When posting in the discussions, each student must abide by the “Netiquette” section in the Online Student Handbook, which can be found in the “Getting Started” widget on the Course Home page.

On order to earn the full 10% points in any given session, you must meet the following criteria:

1. Respond to at least one new discussion board question and comment on one posting from your classmates.
2. Demonstrate thoughtfulness and effort in your response.

Students who participate online will accrue points over the course of the semester. The instructor will also note the degree and quality of each student’s participation in online class sessions. At the end of
the semester, the instructor reserves the right to reduce a student’s class participation points if she/he has not been an active participant in class discussions and other online class-related activities. Posting a response to instructor’s question by **Sunday @ 11:59 PM CT.**

**Exams (40% of grade)**

There will be both a Midterm and a Final Exam in this course. Both will be administered online and will include various types of questions such as multiple choice, true/false, short answer and essay. Each exam will be worth 20%. Study guide will be provided each week.

**No student will be able to make up a missed examination or late assignment in this course.**

**Submitting Written Assignments**

The instructor will use a [DropBox](https://dropbox.com) for each assignment. Students should make sure their assignments are in at least Microsoft Word 2010 or later format. Assignments must be turned in on or before the due date and time. Any assignment turned in after the deadline will receive zero points (i.e., no credit). Each assignment DropBox will be set up well in advance of the assignment deadline.

**Mid-term paper due is 10/22: (25%: 4-5 pages, not including references).**

**ASSIGNMENT 1 – YOUR DEVELOPMENTAL AND ENVIRONMENTAL INFLUENCES**

This assignment is intended to allow you to address the impact on your personal and professional development of various issues related to human behavior and the social environment. To complete the assignment, write a 4 to 5 page double spaced paper that includes at least the following elements.

1. A general description of yourself as a bio-psycho-socio-cultural-spiritual being. Be sure and address each part of that hyphenated description! State how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life.
2. Using one of the theories or models of individual development or identity formation presented in class and/or the text, describe your progress through the life course to this point in time. That is, where are you now, and what phases have you passed through?
3. A brief discussion of the values you bring with you as you progress through the phases of your life course that remain.
4. Designate your family as the focal system. Sketch the significant subsystems that make up the family and show the linkage to the family of influential elements of the suprasystem. 
5. Identify at least 2 groups and 2 organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world.
6. Identify and briefly describe at least 3 major events or factors in the larger environment, such as political or social movements or national problems that have influenced you. For each one, briefly describe how your development and worldview were affected. 
7. Diversity, discrimination, and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and worldview (personal and professional).
Taking into consideration the experiences and influences that you have discussed above, discuss briefly the strengths and limitations that they will bring to your professional development as a social worker.

**ASSIGNMENT 2 – DEVELOPMENTAL ASSESSMENT**

**Final paper due is 12/3 (25%):** Choose one. Developmental Assessment (6-10 pages, not including references).

A. Select a child between the ages of 5 and 10. Interview a parent and the child. Gather information about the family’s life, experiences with the child as a person and as a member of the family. Make observations of the child and the family together. Interview the child about his/her life, family relationships, school, external family and individual activities. Then analyze the child from a developmental perspective. Use the text and materials provided in the D2L course shell to guide your assessment of the child. A three generation genogram must be included.

B. Select an adolescent between the ages of 11 and 17. Interview a parent and the adolescent. Gather information from the parent about the family’s life, experiences with the adolescent as a person and as a member of the family. Make observations of the family with the adolescent present. Interview the adolescent. Discuss his/her view of life, families, friends, school interests, and plans for the future. How does the adolescent describe his or her ethnic and cultural backgrounds? Do they experience conflict or stress in relation to this? What are his or her thoughts about problems facing adolescents today? Do a brief analysis of the adolescent’s developmental phase using the text and materials provided in the D2L course shell? A three generation genogram must be included.

C. Select and interview a person age 65 or older and from another culture about her or his life. Write a social history of the person’s life. Assess the person’s current developmental stage of life using adult developmental theory. Ask the individual to identify a specific incident in their life from age 5-18 that was life-changing for her or him. Apply adult developmental theory to this incident. Provide a three generation genogram. Use peer consultation in the application of theory to the life-changing event.
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic and Readings</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>(1)8/21-8/27</td>
<td>Introduction</td>
<td>Getting Started /Review the Syllabus</td>
</tr>
<tr>
<td>(2)8/28-9/3</td>
<td>A Multidimensional Approach</td>
<td>Read Chapters 1</td>
</tr>
<tr>
<td>(3)No Class (4-10)</td>
<td>Labor Day</td>
<td>None</td>
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<tr>
<td>(4)9/11-9/17</td>
<td>Theoretical Perspectives</td>
<td>Read Chapters 2</td>
</tr>
<tr>
<td>(5)9/18-9/24</td>
<td>Culture and the Physical Environment</td>
<td>Read Chapter 6</td>
</tr>
<tr>
<td>(6)9/25-10/1</td>
<td>Understanding the Social Environment</td>
<td>Read Chapter 7 &amp;8</td>
</tr>
<tr>
<td>(7)10/2-10/8</td>
<td>MID EXAM</td>
<td>Chapters will be covered 1-2, 6-8</td>
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<tr>
<td>(8)No Class (9-15)</td>
<td>Native American Day-Holiday</td>
<td>None</td>
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<tr>
<td>(9)10/16-10/22</td>
<td>The human life course/ Life Course Perspective</td>
<td>Read Chapter 10</td>
</tr>
<tr>
<td>(10)10/23-10/29</td>
<td>Infancy and Toddlerhood</td>
<td>Assignment 1 Due</td>
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<tr>
<td>(11)10/30-11/5</td>
<td>Early and Middle Childhood</td>
<td>Read Chapters 12 &amp; 13</td>
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<tr>
<td>(12)11/6-11/12</td>
<td>Adolescence</td>
<td>Read Chapter 14</td>
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<tr>
<td>(13)11/13-11/19</td>
<td>Young and Middle Adulthood</td>
<td>Read Chapter 15</td>
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<tr>
<td>(14)No Class (20-26)</td>
<td>Thanksgiving Day</td>
<td>None</td>
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<tr>
<td>(15)11/27-12/3</td>
<td>Late Adulthood</td>
<td>Read Chapter 16</td>
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<tr>
<td>(16)12/4-12/10</td>
<td>Final Exam</td>
<td>Assignment 2 Due</td>
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</table>

Read Chapters 10-16
Biopsychosocial


Constructivism


Cognitive


Culture/Diversity


**Ego Psychology**


**Narrative**


**Object Relations**


**Psychoanalytic**


**Resilience/Strengths Perspective**


**Social Systems**


**Systems**


Special Topics


Kadushin, G. (1999). Barriers to social support and support received from their families of origin among gay men with HIV/AIDS. Health & Social Work, 24, 3, 198-209.


Classics