



THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF SOCIAL WORK

University of Texas at El Paso
Department of Social Work

SOWK 2331 – HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (HBSE) I

Instructor: Erica R. Balderrama, MSW
Term: Fall 2020
Class: Online
Phone: (915) 747-8306

Classroom: Blackboard unless specified otherwise
E-Mail: erbalderrama@utep.edu
Conference Hours: T 10:00 am – 12:00 pm
Drop Deadline: October 30, 2020

I. COURSE DESCRIPTION:

Human Behavior and Social Environment I is designed to introduce beginning social work students to some mainstream theoretical explanations by which to view individuals, groups, and families. Students will be given an opportunity to compare traditional mainstream models with newer alternative paradigms that focus on human growth and development from a strengths-perspective. Special emphasis is placed on issues of culture, race, ethnic diversity, racism, sexism, ageism, and disabling mental or physical conditions.

This course is designed to provide students with a theoretical base and working knowledge of human development and social diversity. Specifically, students will be introduced to the study of behaviors in the micro social environment as applied to social work practice. We will cover 14 modules of social work frameworks and theories of person-and-environment throughout the semester. Throughout the course, we will discuss various biological, sociological, cultural, and psychological factors across the human life span with an emphasis on the issues of diversity (e.g., race, ethnicity, gender, class, immigration status, health, and mental well-being). The goals of this course are to: 1) help students develop a competent understanding of human behaviors and their respective life cycle development, 2) make meaningful conceptual connections between human behaviors and the social environment, 3) integrate various explanations of human behaviors into a coherent picture for culturally competent generalist practice, 4) help students develop critical thinking skills for analyzing processes and issues involved in human growth and interaction, and 5) empower students with information to address the needs of populations-at-risk and create a positive social change in our social environment. Prerequisites: SOWK 2310 (minimum grade of C).

II. COURSE COMPETENCIES:

At the conclusion of this course, students will be able to:

- 1) demonstrate a good understanding of empirically based human behavior theories (C2, C4);
- 2) apply critical thinking skills in assessing and analyzing social challenges faced by historically oppressed populations (C1, C2, C3, C4, C5, C6, C7, C8, C9);
- 3) identify and describe developmental features of socially disadvantaged populations (C2, C3, C4, C6, C7, C8, C9);

- 4) compare traditional human behavior models with contemporary alternative paradigms from the strength perspective (C2, C4);
- 5) articulate the roles of the social work profession in promoting social justice and enhancing human functioning/human rights (C1, C2, C3, C4, C5).

III. REQUIRED TEXTBOOK:

Zastrow, Charles H., Kirst-Ashman, Karen K., and Hessenauer, Sarah L. (2019) *Understanding Human Behavior and the Social Environment* (11th Edition). Brooks/Cole Publishing Company, Belmont, CA.

American Psychological Association (2019). *Publication manual of the American Psychological Association*, (7th Edition). American Psychological Association: Washington, DC.
ISBN: 978-1-4338-3217-8

NOTE: THIS BOOK IS NOT REQUIRED FOR THIS COURSE, HOWEVER, IT IS HIGHLY RECOMMENDED THAT YOU PURCHASE ONE COPY OF THIS MANUAL FOR REFERENCE AND AS A GUIDE FOR APA FORMATTING FOR THIS COURSE AND OTHERS.

IV. GRADING GUIDELINES,

Points for Assignments:

Assignments

Ethical Papers	100
Research Paper	150
Attendance and Participation	150
Me Book Presentation (Final)	<u>100</u>
TOTAL POINTS	500

Formula:

Total Points Earned / 5 (#of assignments) = grade

Example: Earned 500 points/ 5= 100 =A

Grading Scale:

The following guidelines will be used to assign final grades.

Scale	Grade	Standard
400 -500 pts	A	Exceptional work. Meets and exceeds all standards for the class assignments. Consistent with professional Social Work quality and impact. Few if any errors.
300 – 399 pts	B	Much better than average work. Meets all standards for the assignments. Few errors.
200 – 299 pts	C	Average work. Adequately addresses all aspects of the class assignments.
100 – 199 pts	D	Below average work. Marginally acceptable.
0 – 99 pts	F	Failing.

V. COURSE ASSIGNMENTS, and CLASS CALENDAR:

COURSE ASSIGNMENTS

Ethical Question Papers (EQP) (100 points)

Select an “Ethical Questions” from ten out of the fourteen chapters in the textbook using the course schedule to guide your selections and write a 1-page paper answering the questions posed by the authors. The paper should include a cover page with pertinent information to include the Ethical question you are responding to; course name; course number, course title, and class meeting time; semester; Professor name; and date. The actual body of the paper must be no longer than one single page. You will be graded on a 10-point scale (1-10) with a 10 being earned only if you answer all the ethical questions asked by the authors thoroughly and in a logical, measured and coherent manner. You will be submitting an Ethical Question Paper every week over the entire semester except for Thanksgiving Week. You will be submitting a total of **10 Ethical Question papers**. Each paper is to be submitted at the end of EACH week, **Friday at 11:59 p.m.** on Blackboard.

Research Paper (150 points):

Students are required to research and write a 10-page (maximum) research paper based on any of the “*Spotlight*” articles found throughout the 16 chapters of the textbook. There are various interesting *Spotlight* articles on topics related to all the major human life cycles presented in the textbook. You are free to select whichever *Spotlight* article interests you the most.

You should use at least a minimum of 5 scholarly sources to support your research paper including books (you may include the textbook) and Social Work journal articles such as from the NASW

Journal of Social Work or other reputable journals. Do not use the internet or search engines such as Google to do the research for your paper. You should cite and list your sources in a references page at the end of your research paper.

Your Research Paper should include a cover page with all pertinent information such as your title of *Spotlight* article; course name; course number, course title, and class meeting time; semester; Professor name; and date. The body of the paper must be no more than 10 pages. A reference page should be at the end of the body of the paper. Be sure to follow APA guidelines and use standard Microsoft Word default settings.

Attendance and Participation (150 points):

Attendance for this online course will be counted and graded by the student's weekly submission of either the weekly assignment (critical thinking question, reflection question, etc.) on the Discussion Board threads. Each submission is due on **Friday at 11:59 p.m.** of the week that we are working on. There will be a total of 15 submissions by the end of the semester and will be worth 10 points each. Please note, Discussion Board submissions will require YOUR response in addition to responding to your peers. I will provide my expectations of these submissions, on Blackboard each week.

"Me Book" (100 points)

This assignment will be used as the 'Final' assignment and we will schedule a virtual meeting, the week of finals, or before, to allow for students to share their presentation.

Each student will make a "Me Book" and a power point to present to the class. The goal of the "Me Book" is to have each student reflect about who you are by looking at family history, influential people in your life, your cultural background and your significant life events contributing to your decision to become a social worker. The objective is to have each student to recognize areas and subjects that can act as a trigger or bias so that you can plan and prepare how to cope so that you are prepared to enter the social work practice.

Due to the current circumstances around COVID, this assignment will be created and submitted electronically. You can get as creative as you can with this assignment. You can use PowerPoint, MS Sway or any other digital presentation technology that you are familiar with.

Part 1 BOOK & DIGITAL PRESENTATION

The book is to be created primarily using photos, magazines, newspaper, and your own drawings etc. Captions are to go under each picture narrating the story. Categories to be covered are as follows:

- Ethnicity/Culture
- Your values
- Life Events
- Family System(s)

- Support System(s)

The book can be as elaborate or as simple as you want it to be. Remember you need to reflect on who you are and how you developed into this person (your process).

Part 2 POWER POINT

Each student will present a 10-minute power point highlighting what this assignment helped them to learn about themselves by answering the following three questions:

1. What was the most surprising thing you learned about yourself?
2. How did you apply what you learned from the course book to this assignment?
3. What is a change you see yourself making as you pursue this degree?

VI. CLASS POLICIES

Attendance and the Drop Deadline: Students who miss more than three classes (weekly submissions) risk being withdrawn from class with a grade of W if lack of submissions occur prior to the first seven sessions or an F if the total of class submissions missed exceeds three (3) after the first four sessions of the course. Students wishing to drop a course and receive a grade of W must do so prior to the Drop/Withdrawal Deadline, **October 30, 2020** for the Fall 2020 semester. Dropping a course after that time will result in an automatic grade of F.

Confidentiality: Information shared in class about agencies, clients and classmates is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in a referral to the Office of Student Conduct and Conflict Resolution.

Syllabus Changes: The instructor reserves the right to make changes to the syllabus at any point during the semester. All changes will be communicated with the class in a timely manner to ensure successful collaboration.

Classroom Behavior: Students are expected to treat all others in the class with respect. This is specific to the Discussion Board submissions that require responses to your peers and any virtual meetings that might be held with the class. This includes paying attention during discussions, not holding side conversations nor monopolizing conversations, or engaging in any activities that disturb other members of the classroom (e.g., texting, emailing, dominating discussions, disrespectful behavior). The culture of the learning environment is one of challenging ideas not individuals. Personal attacks will not be tolerated.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Office of Student Conduct and Conflict Resolution

***Email:* UTEP email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their UTEP email for university and course-related information and announcements.** Students are expected to use their UTEP accounts and are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently (minimum of twice/week) to stay current with University-, College – or Department-related communications, some of which may require responses within specific time limits.

Students with Disabilities: Americans with Disabilities Act

The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing The Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodation, and assists the instructor in providing accommodation.

If you have or suspect you may have a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at cass@utep.edu or visit Room 302, Union Building East. For additional information, visit the CASS Website at <http://sa.utep.edu/cass/>.

TITLE IX STATEMENT:

The Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's **Title IX Coordinator(s)**:

- Ms. Sandy Vasquez, Title IX Coordinator , (Investigation of concerns related to Faculty and Staff): **915-747-5662** svasquez@utep.edu
- Dr. Ryan C. Holmes, Deputy Title IX Coordinator (Investigation of concerns related to Students): **915-747-8694** rholmes@utep.edu
- Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach): **915-747-5648** cmandalis@utep.edu

Academic Dishonesty

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. All such acts of academic dishonesty shall be reported to the Office of Student Conduct and Conflict Resolution

VII. CLASS CALENDAR

NOTE: SUBJECT TO CHANGE AT THE INSTRUCTOR'S DISCRETION

<u>Date</u>	<u>Topic</u>	<u>Topic & Assignments Due Dates</u>
<u>Week 1</u> 8/25-8/28	Introduction to Course Chapter 1/p. 1-Intro to HBSE	<u>PART I: INFANCY AND CHILDHOOD</u> Read Chapters 1 & 2 *Discussion Board (DB)#1 Due 8/29 @ noon *DB Peer Response 8/30 @ noon
<u>Week 2</u> 8/30-9/4	<u>PART I: INFANCY AND CHILDHOOD</u> Chapter 2/p. 45-Biological Development in Infancy & Childhood	<u>PART I: INFANCY AND CHILDHOOD</u> Read Chapter 3 *Ethical Question Paper (EQP) #1 9/4 @ 11:59 p.m. *DB #2 Due 9/5 @ noon *DB Peer Response 9/6 @ noon
<u>Week 3</u> 9/7-9/11	<u>PART I: INFANCY AND CHILDHOOD</u> Chapter 3/p. 95-Psychological Development in Infancy & Childhood	<u>PART I: INFANCY AND CHILDHOOD</u> Read Chapter 4 *EQP #2 Due 9/11 @ 11:59 p.m. *DB #3 Due 9/12 @ noon *DB Peer Response 9/13 @ noon
<u>Week 4</u> 9/14-9/18	<u>PART I: INFANCY AND CHILDHOOD</u> Chapter 4/p. 159-Social Development in Infancy & Childhood	<u>PART I: INFANCY AND CHILDHOOD</u> Read Chapter 5 *EQP #3 Due 9/18 @ 11:59 p.m. *DB #4 Due 9/19 @ noon *DB Peer Response 9/20 @ noon
<u>Week 5</u> 9/21-9/25	<u>PART I: INFANCY AND CHILDHOOD</u> Chapter 5/p. 233-Ethnocentrism & Racism	<u>PART II: ADOLESCENCE</u> Read Chapter 6 *EQP #4 Due 9/25 @ 11:59 p.m. *DB #5 Due 9/26 @ noon *DB Peer Response 9/27 @ noon

<p><u>Week 6</u> 9/28-10/2</p>	<p><u>PART II: ADOLESCENCE</u> Chapter 6/p.282-Biological Development in Adolescence</p>	<p><u>PART II: ADOLESCENCE</u> Read Chapter 7 *EQP #5 Due 10/2 @ 11:59 p.m. *DB#6 Due 10/3 @ noon *DB Peer Response 10/4 @ noon</p>
<p><u>Week 7</u> 10/5-10/9</p>	<p><u>PART II: ADOLESCENCE</u> Chapter 7/p.320-Psychological Development in Adolescence</p>	<p><u>PART II: ADOLESCENCE</u> Read Chapter 8 *EQP #6 Due 10/9 @ 11:59 p.m. *DB #7 Due 10/10 @ noon *DB Peer Response 10/11 @ noon</p>
<p><u>Week 8</u> 10/12-10/16</p>	<p><u>PART II: ADOLESCENCE</u> Read Chapter 8/p.361-Social Development in Adolescence</p>	<p><u>PART II: ADOLESCENCE</u> Read Chapter 9 *EQP #7 Due 10/16 @ 11:59 p.m. *DB #8 Due 10/17 @ noon *DB Peer Response 10/18 @ noon</p>
<p><u>Week 9</u> 10/19-10/23</p>	<p><u>PART II: ADOLESCENCE</u> Read Chapter 9/p. 410-Gender, Gender Identity, Gender Expression, and Sexism</p>	<p><u>PART IV: LATER ADULTHOOD</u> Read Chapter 10 *EQP #8 Due 10/23 @ 11:59 p.m. *DB #9 Due 10/24 @ noon *DB Peer Response 10/25 @ noon</p>
<p><u>Week 10</u> 10/26-10/30</p>	<p><u>PART III: YOUNG AND MIDDLE ADULTHOOD</u> Read Chapter 10/p. 455-Biological Aspects of Young & Middle Adulthood <u>Last Day to Drop with a 'W' is 10/30</u></p>	<p><u>PART III: YOUNG AND MIDDLE ADULTHOOD</u> Read Chapter 11 *EQP #9 Due 10/30 @ 11:59 p.m. *DB #10 Due 10/31 @ noon *DB Peer Response 11/1 @ noon</p>
<p><u>Week 11</u> 11/2-11/6</p>	<p><u>PART III: YOUNG AND MIDDLE ADULTHOOD</u> Read Chapter 11/p. 485-Psychological Aspects of Young & Middle Adulthood</p>	<p><u>PART III: YOUNG AND MIDDLE ADULTHOOD</u> Read Chapter 12 *EQP #10 Due 11/6 @ 11:59 p.m. *DB #11 Due 11/7 @ noon *DB Peer Response 11/8 @ noon</p>

<p><u>Week 12</u> 11/9- 11/13</p>	<p><u>PART III: YOUNG AND MIDDLE ADULTHOOD</u> Chapter 12/p. 536-Sociological Aspects of Young & Middle Adulthood</p>	<p><u>PART III: YOUNG AND MIDDLE ADULTHOOD</u> Read Chapter 13 *DB #12 Due 11/14 @ noon *DB Peer Response 11/15 @ noon</p>
<p><u>Week 13</u> 11/16- 11/20</p>	<p><u>PART III: YOUNG AND MIDDLE ADULTHOOD</u> Read Chapter 13/p.640-Sexual Orientation and Gender Identify</p>	<p><u>PART III: YOUNG AND MIDDLE ADULTHOOD</u> Read Chapter 14 *DB #13 Due 11/21 @ noon *DB Peer Response 11/22 @ noon *Research Paper Due 11/20 @ 11:59 p.m.</p>
<p><u>Week 14</u> 11/23- 11/27</p>	<p><u>PART IV: LATER ADULTHOOD</u> Read Chapter 14/p.640-Biological Aspects of Later Adulthood HOLIDAY THANKSGIVING</p>	<p><u>PART IV: LATER ADULTHOOD</u> Read Chapter 15 & 16 *DB #14 Due 11/28 @ noon *DB Peer Response 11/29 @ noon</p>
<p><u>Week 15</u> 11/30- 12/4</p>	<p><u>PART IV: LATER ADULTHOOD</u> Read Chapter 15/p. 672-Psychological Aspects of Later Adulthood Read Chapters 16/p.703-Sociological Aspects of Later Adulthood</p>	<p><u>UNIT IV: LATER ADULTHOOD</u> *DB #15 Due 12/5 @ noon *DB Peer Response 12/6 @ noon</p>
<p><u>Week 16</u> <u>Week of 12/7</u></p>	<p>FINALS WEEK FINAL EXAM – via ZOOM ME BOOK PRESENTATIONS (TBD) Worth up to 100 points</p>	<p>FINALS WEEK FINAL EXAM – via ZOOM ME BOOK PRESENTATIONS (TBD) Worth up to 100 points</p>