

University of North Dakota
Department of Social Work
HBSE 257
MWF
11:00-11:50

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Office Hours: MWF 9:30-11; 2-3

I. Standard Syllabus Information

Course Description

SWK 257. Human Behavior in the Social Environment I. 3 credits. Prerequisites or Corequisites: Psyc 111, Soc 110, course with Human Biology content. Social work theory and research. An emphasis on ecological/social systems theory as the conceptual framework. Bio-psycho-socio-cultural aspects of human development. F, S

Relationship Between This and Other Courses

SWK 257, Human Behavior in the Social Environment I is one of two human behavior courses that BSSW students complete. It builds on theory presented in psychology and sociology courses and content regarding human biology. It provides students with background information on theories regarding typical development that support social work practice with individuals, groups, and families. Students also learn about critical thinking, as they review research regarding theories, technical writing, and social and economic justice, which prepares the student for successful completion of social work courses completed after the student is admitted to the major. Theory covered in SWK 257 provide information regarding conceptual frameworks for the two research courses. Content in SWK 257 is closely tied to the content in SWK 357, where students also review systems theory and then learn about theories for practice with groups, communities, and organizations.

Course Objectives

At the conclusion of SWK 257, students will be able to:

1. Demonstrate the ability to think critically when learning theories about human behavior
2. Use social work values to review and critique theoretical frameworks.
3. Consider characteristics such as age, class, color, culture, ability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation when examining theories.
4. Understand the forms and mechanisms of oppression and discrimination when examining theories, especially issues related to this region (large sparsely populated subregions, women, and people who are Native American).
5. Explain the relationship between theory regarding individuals, families, and treatment groups and practice at those levels, within a systems perspective.
6. Understand theories that support the knowledge and skills of generalist social work practice using the problem solving approach with individuals and families (i.e. cognitive behavioral, psychodynamic, systems, ecological, brain/biology, cognitive (Piaget, Vygotsky), stages of family development, and constructivism).
7. Understand theories that support the analysis, formulation, and influence on social policies.
8. Understand the relationship between research and theory and use research to inform theory.
9. Demonstrate understanding of theories regarding individuals and families through appropriate oral and written communications.

Classroom Policies

Important classroom policies are available in their entirety at web sites listed here.

Class Attendance and Participation

Students are expected to participate in all course learning opportunities. <http://www.und.edu/dept/registrar/catalogs/catalog/ugdept/more.htm>. Faculty will inform students of course expectations, including grading criteria, during the first week of class.

Non-Discrimination

There shall be no discrimination against persons because of race, religion, age, creed, color, sex, disability, sexual orientation, national origin, marital status, veteran's status or political belief or affiliation, and equal opportunity and access to facilities shall be available to all. [code of student life web site](#)

Disability Statement

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location is 301C Gillette Hall and hours are by appointment. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425 v/tty).

<http://www.und.edu/dept/dss/>

Grievance

Student grievances are pursued through the [College of Education and Human Development Grievance Procedure](#) or <http://www.und.edu/dept/csl/appendix-ii.htm>

Scholastic Dishonesty

Students are expected to adhere to the NASW Code of Ethics and the Code of Student Life, including avoiding cheating, plagiarism, and collusion. <http://www.und.edu/dept/csl/section-3.htm>

II. Course Outline

Required Text/Readings

Norlin, J. M., Chess, W. A., Dale, O., & Smith, R. (2003) *Human behavior in the social environment*. Boston, MA: Allyn & Bacon.
Seifert, K. I., Hoffnung, R. J., & Hoffnung, M. (2000) *Lifespan development*. Boston, MA: Houghton Mifflin.

Assignments for the Course.

GRADING CRITERIA WILL BE DISTRIBUTED PRIOR TO THE ASSIGNMENTS DUE DATE

Assignment Theory Analysis Paper (3-5 pages): Using a fictitious character, choose a stage within a theory of development and describe your character's life in terms of the particular stage that they are currently in. Theories to choose from: Psychosexual (Freud); Hierarchy of needs (Maslow); Psychosocial (Erickson); Moral Development; Cognitive development (Piaget).

Components of the paper: Explanation of overarching theory; Explanation of specific stage; background info on the character; description of character as it relates to the particular stage.

Assignment Quizzes: There will be four quizzes. Quizzes will be open book and open note. Quizzes will be distributed on-line 24 hours prior to a due date and are expected to be turned in at the start of class. Late quizzes will not be accepted. If you are late (or fail to take the quiz) you will need to request special permission to make up the quiz. The make up quiz will be essay format. Quiz 4 will be held in class during finals week. I will drop the lowest quiz grade.

Assignment Lifespan Development: The Different Stages: Students working in groups will search the Internet for at least three personal accounts of a developmental stage. Personal accounts can come from newgroups, emails discussion groups, blogs, or websites. AT LEAST ONE ACCOUNT WILL NEED TO BE FROM A DIVERSE POPULATION (Native Americans, Gay and Lesbians, poverty stricken, etc). The group will then lead a brief discussion on what was discovered. The discussion will provide a summary of the content, and explain the account in terms of physical/ cognitive/ and psychosocial development. In addition, a 2-3 page summary of the presentation will be turned in by the group. The grade received will be the same for each group member. A sign up sheet for the different stages will be posted on my office door. Plan on the discussion to last about 30 minutes

Assignment Unannounced Homework/Class Participation: Through out the semester there will be in class discussions and unannounced homework assignments. These assignments might include reading and summarizing current issues in the media, or class discussions based on topics brought up in class. These assignments can not be made up.

Course Assignments	Due Date	Points
Assignment Personal Analysis Paper	9/26	35
Assignment Quizzes	9/16; 10/2; 11/7; 12/?	30
Assignment Examples On-line	Group 1: 9/28 Group 2: 10/5 Group 3: 10/15 Group 4: 10/24 Group 5: 11/9 Group 6: 11/21 Group 7: 12/5	30
Assignment Unannounced Homework/Class Participation		5
Total		100

Course Evaluation and Grading

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

III. Course Schedule

Date		Topics	Readings
Week 1	8/24	Introduction/What HBSE is about	NCD&S pp 1-10; SHS pp 1-19
	8/26	Critical Thinking about Lifespan (understanding ethics and values, diversity, social and economic justice)/Introduction to social systems theory	NCDS pp11-21, pp 25-27; SHS pp 19-31
Week 2	8/29	Social Systems Theory	NCDS pp27-51, Chapter 3
	8/31	Social Systems Theory	NCDS pp27-51, Chapter 3
	9/2	Theories of Development: Psychoanalytical and Behaviorism	NCDS pp87-95, pp95-101; SHS pp36-38, pp43-45
Week 3	9/5	LABOR DAY HOLIDAY	
	9/7	Theories of development: Behaviorism Cont/ Humanism/Cognitive	NCDS pp95-101,pp101-106, pp 106-112; SHS pp 43-45; pp 45-50
	9/9	Theories of development: Cognitive cont/Moral development/Symbolic interactions	NCDS pp 112-118; pp.118-125
Week 4	9/12	Theories of Development: Psychosocial	NCDS Chapter 5; SHS pp 38-41
	9/14	Theories of Development: Psychosocial cont/Contextual	SHS pp 50-59

		Development theories	
	9/16	Theories of Development Summary	NCDS Figure 5.1 (p. 151); SHS pp 59-61 (Table 2.8)
Week 5	9/19	Prenatal to Birth: Prenatal development/ Stages of Labor/entering the world	SHS Chapter 3 with a focus on: pp74-75 (Box on Multicultural View); pp. 78-83, Passage on domestic violence pp. 92; pp 94-96; passage on childbearing with a disability p102; pp 102-103; table 3.11, summary of major concepts (105-106)
	9/21	Birth to 2 years: Physical Development/ Cognitive development (Piaget)	SHS Chapter 4 with a focus on pp. 109-125. Pay close attention to the section on culture and sex difference in motor development; p 125 (opening paragraph), pp.132-139.
	9/23	Birth to 2 years: Behavioral development/language development; Psychosocial development: Relationships	SHS Chapter 4 pp 139-148; SHS Chapter 5 pp 150-163
Week 6	9/26	Birth to 2 years: Psychosocial development: Attachment/Autonomy	SHS Chapter 5 pp 163-182
	9/28	Group 1 Discussion	
	9/30	Early Childhood: Physical Development/Cognitive Development	SHS Chapter 6 pp 186-207
	9/30	Early Childhood: Language Development/Education/ Psychosocial Development: Relationships	SHS Chapter 6 pp 208-223; SHS Chapter 7 pp 225-234
Week 7	10/3	Early Childhood: Psychosocial Development: Conflict/Aggression/Gender/Play/ Child Maltreatment	SHS Chapter 7 pp 234-258
	10/5	Group 2 discussion	
	10/7	Middle Childhood: Physical Development/Cognitive Development	SHS Chapter 8 pp 263-282
Week 8	10/10	Middle Childhood: Language Development/Measuring Intelligence/The Influence of School	SHS Chapter 8 pp 282-297
	10/12	Middle Childhood: Psychosocial Development	SHS Chapter 9
	10/15	Group 3 Discussion	
Week 9	10/17	Adolescence: Physical Development/Cognitive Development/	SHS Chapter 10 pp 337-347; 355-368;
	10/19	Adolescence: Moral Development/ Influence of school (critical thinking)/Identity Development	SHS Chapter 10 359-375; SHS Chapter 11 pp 377-383
	10/21	Adolescence:	SHS Chapter 11 pp 383-416

		Relationships/Sexuality/Problems in Adolescence	
Week 10	10/24	Group 4 Discussion	
	10/26	Families: System Approach	NCDS Chapter 8
	10/28	Families: System Approach	NCDS Chapter 9
Week 11	10/31	Early Adulthood: Physical Development/Stress/Sexuality	SHS Chapter 12 pp. 419-442
	11/2	Early Adulthood: Cognitive development/Moral Development/College/Work	SHS Chapter 12 pp. 443-461
	11/4	Early Adulthood: Psychosocial Development Theories of Adult Development/Relationships	SHS Chapter 13 pp. 463-487
Week 12	11/7	Early Adulthood: Psychosocial Development: Alternative lifestyles	SHS Chapter 13 pp. 487-502
	11/9	Group 5 Discussion	
	11/11	No Class	
Week 13	11/14	Middle Adulthood: Physical Development/Health/Sexuality/Education/Employment	SHS Chapter 14 pp. 505-522; 534-543
	11/16	Middle Adulthood: Intelligence/Psychosocial Development: Crisis/Psychosocial Development: Relationships	SHS Chapter 14 pp. 523-534; SHS Chapter 15 pp. 545-574
	11/18	Middle Adulthood: Bereavement/Leisure/Preparing for late adulthood/	SHS Chapter 15 pp. 575-586
Week 14	11/21	Group 6 Discussion	
	11/23	Late Adulthood: Physical Development/Theories on Aging/Health issues	SHS Chapter 16 pp. 589-612
	11/25	No Class	
Week 15	11/28	Late Adulthood: Cognitive Development/The Aging Brain/Mental Health/ Work	SHS Chapter 16 pp. 612-629
	11/30	Late Adulthood: Personality Development/Relationships/Living issues/	SHS Chapter 17 pp. 631-660
	12/2	Late Adulthood: living issues cont/ Interest and activities/Spirituality	SHS Chapter 17 pp. 660-670
Week 16	12/5	Group 7 Discussion	
	12/7	Death and Dying	SHS Chapter 18
	12/9		

IV. Bibliography

Fraser, M. W. (Ed.). (1997). *Risk and resilience in childhood: An ecological perspective*. Washington, DC: NASW Press.

Sternberg, R. J., Grigorenko, E. L., & Kidd, K. K. (2005). Intelligence, race, and genetics. *American Psychologist*, 60(1), 46-59.

