

University of North Dakota
Department of Social Work
COURSE SYLLABUS SWK 257
Summer 2006
8:00am-11:50, MTWT, Gillette 303

Andrew Quinn, M.S.W., Ph.D.
Gillette Room 301c

andrewquinn@mail.und.edu
701-777-4568

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 as well as content regarding human biology. This course provides students with background information on theories regarding typical development that support social work practice with individuals, groups, and families.

Theory covered in SWK 257 provides information regarding conceptual frameworks for research coursework. Content in SWK 257 is closely tied to the content in SWK 357 (Human Behavior and the Social Environment II), where students also review systems theory and then learn about theories for practice with groups, communities, and organizations.

Students also utilize critical thinking skills as they review research regarding theories, complete technical writing projects, and apply concepts related to social and economic justice. Knowledge and skills acquired in this course help prepare the student for successful completion of social work courses after the student is admitted to the major.

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. This objective applies to field and other courses
 6. Explain the relationship between theory regarding individuals, families, and treatment groups and practice at those levels, within a systems perspective.
 7. Understand theories that support the knowledge and skills of generalist social work practice using the problem solving approach with individuals and families
 8. Understand theories that support the analysis, formulation, and influence on social policies.
 9. Understand the relationship between research and theory and use research to inform theory.
 10. Demonstrate understanding of theories regarding individuals and families through appropriate oral and written communications.
 11. This objective applies to field and other courses
 12. This objective applies to field and other courses

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. <http://sos.und.edu/csl>

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

Dale, O., Smith, R., Norlin, J. M., & Chess, W. A. (2006) *Human behavior in the social environment*. Boston, MA: Allyn & Bacon.

Newman, B.M., & Newman, P.R. (2006) *Development Through Life: A Psychosocial Approach*. Belmont, CA: Thomson Wadsworth.

Course Schedule

DATE	TOPIC	READINGS
6/5	Introduction/ The research process/System theory	N & N Ch 1,2; D, S, N, & C Ch 2,3
6/6	Theories of development	N & N Ch 3, 4
6/7	Theories of development	N & N Ch 3, 4
6/8	Prenatal/Infancy/Movie: <i>A Clockwork Orange</i>	N & N Ch 5,6
6/12	Prenatal/ Infancy/ Childhood	N & N Ch 5, 6, 7, 8, 9
6/13	Childhood: <i>Group Presentation: A clockwork Orange</i>	N & N Ch 7, 8, 9
6/14	Adolescence/Discussion on Single Parent	N & N Ch 10, 11
6/15	Adolescence/Family/ Movie: <i>The Breakfast Club</i>	N & N Ch 10, 11 D, S, N & C Ch 9, 10
6/19	GLBT across the lifespan/ Adulthood/ <i>Group Presentation: The Breakfast Club</i>	N & N 12, 13, 14
6/20	Adulthood/Old Age/Movie: <i>On Golden Pond</i>	N & N 12, 13, 14, 15
6/21	Understanding Death, Dying, and Bereavement	N & N 16
6/22	<i>Group Presentation: On Golden Pond</i>	

Course Assignments

Life Span and the Movies (Paper): Movies will be shown in class. The movies have been chosen for their relationship to the content being discussed in lecture. For each movie you will be given several thought questions to address. The end result will be a 2-4 page paper for each movie. A grading criteria will be provided for each paper.

Movies: *A Clockwork Orange*, *The Breakfast Club*, *On Golden Pond*

Life Span and the Movies (Group Presentation): A group presentation will be given for each movie. The group presentation will focus on the questions used to write the paper. The group will need to show clips from the movies to compliment the discussion. One group will present for each movie. A grading criteria will be provided for the group presentation.

Tests: There will be three multiple choice/essay tests. The tests will be administered on Thursdays near the end of class. There will be no make up exams.

Class Participation: Personal Response Clickers will be used in this class. Students will be assigned a clicker and are expected to take it at the beginning of the class and return it at the end. Using the clicker response system you will be asked to respond to questions about the content. The clickers will allow for me (and only me) to keep track of who responds. By using the clickers, I will be able to gauge your understanding of the content. You must respond to a minimum of 80% of the questions over the course of the semester to receive full credit for class participation. If you respond to 60-79% of the questions you will receive 8 points, while 40-59% will receive 5 points, while 20-39% will receive 3 points and below 19% will receive no points.

Course Evaluation and Grading

Assignment	Percentage
Movie Paper	25
Group Presentation	25
Tests	40
Class Participation	10

90-100 A

80-89 B

70-79 C

60-69 D

59 and lower-F

III. Bibliography

Applegate, J. S., Shapiro, J. R. (2005). *Neurobiology for Clinical Social Work: Theory And Practice*. New York: W. W. Norton & Company.

Berk, L. E. (2004). *Development Through the Lifespan*. Boston, MA: Allyn & Bacon.

Cassidy, J., & Phillip, R. S. (Eds.). (1999). *Handbook of attachment: Theory, research, and clinical applications*. New York: Guildford Press.

Corcoran, J. (2006). *Cognitive-Behavioral Methods for Social Workers: A Work Book*. Boston, MA: Pearson Education

- Damasio, A. (1994). *Descartes' Error: Emotion, Reason and the Human Brain*. New York, N.Y.: Penguin Putnam.
- Fraser, M. W. (Ed.). (1997). *Risk and resilience in childhood: An ecological perspective*. Washington, DC: NASW Press.
- Lewis, H. B. (1987). Shame and the Narcissistic Personality. In D. L. Nathanson (Ed.), *The Many Faces of Shame* (pp. 93-132). New York: Guilford Press.
- McCubbin, H. I., Thompson, E. A., Thompson, A. I., & Futrell, J. A. (1999). *The dynamics of resilient families*. Thousand Oaks, CA: Sage.
- Miller, P. H. (2002). *Theories of Developmental Psychology* (4th ed.). New York: Worth.
- National Research Council Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- Payne, M. (2005). *Modern social work theory*. Chicago, IL: Lyceum Books.
- Pillari, V. (1998). *Human Behavior in the Social Environment*. Pacific Grove, CA: Brooks/Cole Books.
- Plomin, R., & McClearn, G. E. (Ed.). (1993). *Nature, nurture, & psychology*. Washington, DC: American Psychological Association.
- Rossi, A. S., & Rossi, P. H. (1990). *Of human bonding: Parent-child relations across the life course*. New York: Aldine de Gruyter.
- Scales, T., & Streeter, C. (Eds.). (2004). *Rural social work: Building and sustaining community assets*. Australia: Brooks/Cole.
- Sternberg, R. J., Grigorenko, E. L., & Kidd, K. K. (2005). Intelligence, race, and genetics. *American Psychologist*, 60(1), 46-59.
- Snyder, C. R. (2002). Hope Theory: Rainbows in the Mind. *Psychological Inquiry*, 13, 249-275.
- Thomas, R. M. (1999). *Human development theories*. Thousand Oaks, CA: Sage.
- Turiel, E. (2003). Resistance and Subversion in Everyday Life. *Journal of Moral Education*, 32, 397-409.
- Vailant, G. E. (1992). *Ego mechanisms of defense: A guide for clinicians and researchers*. Washington, DC: American Psychiatric Press, Inc.
- Weick, A., Rapp, C., Sullivan, W. P., & Kisthardt, W. (1989). A strengths perspective for social

work practice. *Social Work*, [add *volume*(number)], [page numbers]

6/ 4/06