

University of North Dakota
Department of Social Work
COURSE SYLLABUS SWK 257
(Human Behavior in the Social Environment I)
Spring 2007
9:00-9:50, MWF, Gillette 303

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I. Standard Syllabus Information

Course Description

SWK 257. Human Behavior in the Social Environment I. 3 credits. Prerequisites or Corequisites: Psych 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

Knowledge presented in SWK 257 (HBSE I) depends on content regarding theories from the fields of psychology, sociology, and biology. Systems theory, covered in SWK 257, helps the student understand social work's ecological perspective, which underlies the generalist perspective taught in the practice courses SWK 424 (individuals and families) and the treatment component of 434 (task and treatment groups). Individual life span and family life cycle development provide the context for learning about theories and research about typical human behavior. Students critique theory and research using social work values and ethics and issues regarding diversity and populations at risk. This information supports entry level practice with individuals, families, and individuals and families in groups, forming the basis for assessment and evidence based practice.

Communication skills taught in SWK 257, especially writing using APA format and oral presentations, enhance writing skills in the rest of the social work curriculum. Critical thinking is required to understand the link between research and theory—this carries over to the research classes where students apply theory as conceptual framework.

Policy analysis as taught in SWK 442 depends on an understanding of conceptual frameworks about human behavior; SWK 257 presents the theories regarding individuals and families that then may be applied in policy analysis.

Course Objectives

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

1. Demonstrate the ability to think critically when learning theories about individuals and families relative to human behavior in the social environment.
2. Use social work values to review and critique theoretical frameworks.
3. Consider diversity when examining theories.
4. Understand the forms and mechanisms of oppression and discrimination when examining theories.
5. This objective number applies to other courses and to field.

6. This objective number applies to other courses and to field.
7. Understand a variety of human behavior theories within the social/developmental context from a problem solving/biopsychosocial perspective with individuals, families and treatment groups.
8. This objective number applies to other courses and to field.
9. Understand the relationship between research and theory and use research to inform theory.
10. Demonstrate an understanding of individual and family based theories through the use of oral and written communication.
11. This objective number applies to other courses and to field.
12. This objective number applies to other courses and to field.

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. See code of student life web site: <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. 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.

Assignments for the Course

Quizzes: There will be 4 quizzes throughout the semester. The quizzes will be multiple choice and essay. Neither textbooks nor notes are allowed during the quiz. There will be no make up quizzes. The lowest quiz grade will be dropped.

Student Theory Report: This course focuses primarily on helping the student understand a variety of human behavior theories within the social/developmental context. Although most of the theories in this course focus primarily on issues related to normal human development, there will also be an occasional spotlight on the theories related to human suffering (multidimensional causation of human suffering) within the developmental context. This paper will be no more than five to eight pages in length using APA guidelines. (No more than five to eight pages; double-spaced; references on the last page of the report and should have a total of at least 3 different references from peer review journals*) **Students are expected to track down the journal articles using the Internet, the library or interlibrary loan.**

The student will pick a course-relevant biological (health), or psychological, or social (cultural) issue/problem that is closely associated with a human issue (i.e., drug abuse, depression, sexual promiscuity). The student will then study their topic within one specific developmental stage (The early adolescence; middle-adulthood; the elderly) using a **fictitious client** from a diverse population (diverse in the area of race, ethnicity, culture, gender, sexual orientation, age, and abilities/disabilities). For example, assisted suicide and the elderly; learning to read and middle aged children with hearing disabilities can be considered doable topics. All topics must be approved by the instructor no later than 2/14.

The student will divide the paper into the following four parts (with the appropriate heading for each section-Points will be deducted for papers turned in without headings):

A-BIOLOGICAL ASPECT OF THE PERSON-IN-NEED

In this section, the student will explain the biological or medical aspects of their topic with one reference from a peer review journal (additional references can be used); students should describe the biological or medical condition of the person-in-need and state whether or not there is any biological research evidence that helps explain the cause of the client issue. In addition, students will describe any biological or medical repercussions of the condition. For example, when explaining alcoholism the student will describe both the cause (a neurological predisposition) and the damage that alcoholism does to the body (liver damage etc).

B-PSYCHOLOGICAL ASPECT OF THE PERSON-IN-NEED

In this section, the student will describe the psychological features of the person's issue by one specific **theory of development** chosen by the student. (IMPORTANT: a theory is defined as a

systematic relationship among several variables that describes, explains, and/or predicts some phenomena.) In general, the theory should logically fit the psychological explanation for the client suffering (criminal behavior as explained by Kohlberg; Drug use explained by Maslow's hierarchy of needs; Sexual acting out as explained by Erikson's psychosocial theory). In addition the student will need to use the psychological theory to psychological repercussions caused by the condition.

NOTE: In this section please describe the identified theory using at least three paragraphs with an in-depth, comprehensive explanation of the theory; one reference from a peer review journal is needed; additional references can be used.

C-SOCIAL ASPECT OF THE PERSON-IN-NEED

In this section, the student will explain the social aspects of their topic with one reference from a peer review journal (additional references can be used); students should describe the social condition of the person-in-need and state whether or not there is any research evidence that helps explain the cause of the client's issue, from a social/cultural and social justice point of view. For example, is the client oppressed or discriminated against due to their diversity, is the discrimination or oppression of the client have a causal relationship to the issue/problem? In addition, the student will need to explain the repercussions placed on the client by the social aspects.

D-STUDENT'S OPINION OF THE BIOPSYCHOSOCIAL RESEARCH PAPER

What are the strengths and weaknesses for the theory that the student selected? Summarize all the research evidence that supported your theory topic. Summarize all the research evidence that did NOT support your theory topic? What did you learn from writing this paper?

GENERAL INFO ABOUT THE PAPER

Assignments must be completed by the due date.

No late assignment will be accepted.

All assignments must be **typed**

The paper including references must be written in APA style.

If a fictitious character is not used, points from each section will be deducted.

GRADING OF THE PAPER

Biological Aspect (25 pts)

Psychological Aspect (25 pts)

Social Aspect (25 pts)

Opinion section (10 pts)

Grammar and Spelling (5 pts)

Appropriate use of APA Style (5 pts)

Appropriate number of references (5 pts)

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.

Final Exam: A comprehensive exam will be given during the scheduled time for the final.

Neither textbooks nor notes are allowed during the final. You must take the final at the scheduled time. If you miss the final you will be given an F for the course.

Assignment	Percent
Quizzes	25
Student Theory Report	30
Class Participation	10
Final Exam	35
Total	100

Percent	Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 below	F

III. Course Schedule

Course Schedule: The course schedule is subject to change with notice

Date:	Content	Readings	Due dates	Objective
1/10	Introduction to HBSE/Clicker orientation/ The development through the lifespan	N & N chapter 1		
1/12	Ethics and cultural diversity/Applying theory and research to life: Poverty	D, S, N, & C chapter 4 (pg 87-91); N & N chapter 1 (pg 8)		1, 2, 4, 7
1/15	No Class			
1/17	The research process/Human development and diversity: The use of the SAT in college admissions	N & N chapter 2, attention to p 29.		1,3,9
1/19	Foundations for social systems theory: Nature of theory, social systems, general systems, ecological systems, functional systems, symbolic interaction and role theory	D, S, N, & C chapter 2		1, 7
1/22	Social system theory	D, S, N & C chapter 2; N & N 82-88		1, 7
1/24	Psychosocial Theory: Erikson's stages/Newman & Newman Stages/ Defining developmental tasks/psychosocial crisis/central processes/radius of significant relationships/coping behavior	D, S, N & C chapter 6.; N & N chapter 3		1, 7
1/26	Psychosocial Theory: Erikson's stages/Newman & Newman Stages/ Defining developmental tasks/psychosocial crisis/central processes/radius of significant relationships/coping behavior /	D, S, N & C chapter 6.; N & N chapter 3		1, 7
1/29	Major theories for understanding human development: Psychosexual/Psychoanalytical	D, S, N & C chapter 5 (pg 98-106); N & N chapter 4 (pg 65-68)		1, 7
1/31	Major theories for understanding human development: Cognitive development	D, S, N & C chapter 5 (pg 118-124); N & N chapter 4 (pg 68-72)		1, 7
2/2	Major theories of understanding human development: Theories of learning (classical conditioning, operant conditioning, social learning theory, cognitive behaviorism)	D, S, N, & C chapter 5 (pg 106-111); N & N chapter 4 (pg 73-78)		1, 7
2/5	No Class			
2/7	No Class			
2/9	Major theories of understanding human development: Humanism/Moral development/Cultural/ Social Role	D, S, N, & C chapter 5 (pg 113-118; 124-131) N & N chapter 4 (78-82)		1, 3, 7
2/12	Review for the Quiz			
2/14	Quiz 1			

2/16	Pregnancy and prenatal development/cultural context of pregnancy/ infant mortality/ Impact of the pregnant woman on the fetus /applied topic: abortion	N & N chapter 5		1, 3, 7
2/19	No Class			
2/21	Pregnancy and prenatal development/cultural context of pregnancy/ infant mortality/Impact of the pregnant woman on the fetus/applied topic: abortion	N & N chapter 5		1, 3, 4, 7
2/23	Infancy: Birth/Developmental tasks sensory/ perceptual and motor functions/Attachment/Sensorimotor intelligence and early causal themes/Understanding the nature of objects/emotional development	N & N chapter 6 (pg 137-167)		1, 7
2/26	Infancy: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/applied topic: the role of parents	N & N chapter 6 (pg 167-178)		1, 7
2/28	Toddlerhood: developmental tasks: Locomotion/language development/Bilingualism/Fantasy play (toys, imaginary companions)/impulse control/preoperational development/types of parents	N & N chapter 7 (pg 180-206)		1, 3, 7
3/2	Toddlerhood: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/ impact of poverty on psychosocial development in toddlerhood/applied child care	N & N chapter 7 (pg 207-217)		1, 7
3/5	Early school age: Developmental tasks: bladder control/gender identification/applied topic children raised by gay or lesbian parents/moral development/Empathy/Self theory/peer play	N & N chapter 8 (pg 222-250)		1, 3, 4, 7
3/7	Early school age: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/applied topic: school readiness/ applied topic supporting school readiness for young children with disabilities/review for quiz	N & N chapter 8 (pg 251-260)		1, 3, 4, 7
3/9	QUIZ 2			
3/12	No Class			
3/14	No Class			
3/16	No Class			
3/19	Middle Childhood: Developmental tasks: physical growth/motor development/friendship/concrete operations/intelligence/readings/team play/	N & N chapter 9 (pg 288-298)		1, 3, 4, 7
3/21	Early adolescence: Development tasks: Physical	N & N chapter 10 (pg 300-332)		1, 7

	maturation/Puberty/formal operation/emotional development/emotional development/peer groups/romantic and sexual relationships			
3/23	Early Adolescence: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/Applied topic adolescent alcohol and drug use	N & N chapter 10 (pg 333-344)		1, 7
3/26	Later Adolescence: Developmental tasks: autonomy/gender identity/ the role of culture in gender identity/Internalized morality/career choice/	N & N chapter 11 (pg 346-368)		1, 7
3/28	Later adolescence: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/	N & N chapter 11 (pg 369-382)		1, 7
3/30	GUEST LECTURE BRUCE REEVES: GLBT overview and adolescence			1, 3, 4
4/2	Review for Quiz 3			
4/4	Quiz 3			
4/6	No Class			
4/9	No Class			
4/11	Early Adulthood: Major concepts in the study of adulthood: Social roles/life course/fulfillment theories/developmental tasks: exploring intimate relationships/reproduction/role of partner and parent/lifestyle	N & N Chapter 12 (pg 384-417)		1, 7
4/13	Early Adulthood: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/	N & N Chapter 12 (pg 417-428)		1, 7
4/16	Middle Adulthood: Developmental tasks: managing a career/intimate relationships/Parenting/sandwich generation/Single parents/remarriage/blended families/midlife crisis	N & N Chapter 13 (pg 430-454)		1, 7
4/18	Middle Adulthood: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/	N & N Chapter 13 (pg 457-463)		1, 7
4/20	Later Adulthood: Developmental tasks: Biology of aging/Accepting one's life/ Promoting intellectual vigor/sexuality/postformal operational thought/ Grandparenthood/ widowhood/leisure activities/death anxiety	N & N Chapter 14 (pg 471-492)		1, 7
4/23	Later adulthood: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/applied topic: retirement	N & N Chapter 14 (pg 493-499); view George Harrison's Any road video		1, 7
4/25	Very old age: New psychosocial stage: very old age/Developmental	N & N Chapter 15 (pg 502-522)		1, 3, 7

	tasks: physical changes/Sexuality/living arrangements/life expectancy			
4/27	Very old age: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/Applied topic: meeting the needs of the frail elderly	N & N Chapter 15 (525-535)		1, 3, 7
4/30	Understanding death, dying and bereavement	N & N Chapter 16; video on assisted suicide		1, 3, 4, 7, 10
5/2	Review for Quiz 4		Student theory paper due	
5/4	Quiz 4			
Finals				

IV. Course Objectives, Tasks to Meet Objectives, and Method of Measurement

Course Objectives	Tasks to Meet Objectives	Method of Measurement
1. Demonstrate the ability to think critically when learning theories about individuals and families relative to human behavior in the social environment.	<p>*Lecture & readings in Chapters 1, 2, & 9 (in Dale text) focus on systems model; basic axioms; and, theoretical variables to be understood by the student in relation to small groups and the family;</p> <p>*Lecture & readings in Chapters 1, 2, 3, and 4 (in Newman text) help student understand how to integrate biological, psychological, and social/cultural components in regard to human behavior.</p> <p>*student's analysis theory paper (biopsychosocial report)</p> <p>*quizzes</p>	<p>*numeric grade</p> <p>*instructor assesses student's capacity to use a theory to describe a human developmental issue for the biopsychosocial report.</p> <p>* clicker questions</p>
2. Use social work values to review and critique theoretical frameworks.	<p>*Lecture & readings in Newman text (i.e., early school age child-ages 4-6 years) focus on early moral development explained via learning theory; social learning theory; cognitive development theory-Piaget; Kohlberg (& Gilligan); psychodynamic; lecture</p>	<p>*numeric grade</p> <p>*quizzes on lecture material and readings</p>

	<p>incorporates how social workers working with children and families apply latter theories in daily practice.</p> <p>*Lecture and reading from Dale, Smith, Norlin, and Chess on ethics and cultural diversity</p>	
<p>3. Consider diversity when examining theories.</p>	<p>*Readings in Newman text on early adolescents and later adolescents discuss ethnic group identity as well as issues in sexual orientation & gender identity; also, Newman text in many chapters focuses on research concerning poverty and its relation to human developmental/biopsychosocial problems.</p> <p>*Student theory report: students must choose a client from a diverse population</p>	<p>*numeric grade</p> <p>*quizzes on lecture material and readings</p> <p>* clicker questions</p> <p>*instructor assessment of student theory paper</p>
<p>4. Understand the forms and mechanisms of oppression and discrimination when examining theories.</p>	<p>*Lecture & Newman readings discuss class inequity such as poverty and its effects on psychosocial development on early childhood; toddlerhood; violence in middlechildhood & prevention of violence; ethnic group identity & gender orientation issues in adolescence.</p> <p>*In-class lecture related to helping students understand social work research concerning poverty, discrimination, stress, and sexual orientation.</p> <p>* Student theory paper:</p>	<p>*numeric grade</p> <p>*quizzes on lecture material and readings</p> <p>* clicker questions</p>

	students will need to discuss how issues of social justice relate to the client's presenting issue/problem	
5. This objective number applies to other courses and to field.		
6. This objective number applies to other courses and to field.		
7. Understand a variety of human behavior theories within the social/developmental context from a problem solving/biopsychosocial perspective with individuals, families, and treatment groups.	*Lecture and readings in Dale (Chapters 1,2, & 9) on systems theory focus on how the suprasystem often does effect the smaller microsystems and how social workers need to be very aware of the embeddedness of many microsystems in relation to the macrosystem-otherwise the worker may be unknowingly implementing social policy that could be damaging to their clients.	*numeric grade *quizzes on lecture material and readings * clicker questions
8. This objective number applies to other courses and to field.		
9. Understand the relationship between research and theory and use research to inform theory.	*student's written biopsychosocial report that has the student read research articles in order to assess the evidence for their topic. *student participation in class discussions	*numeric grade *instructor assessment of student theory paper *quizzes on lecture material and readings *clicker questions
10. Demonstrate an understanding of individual and family based theories through the use of oral and written communication.	* Student participation in class discussions * discussion of theories in Student theory paper	* numeric grade * instructor assessment of student theory paper
11. This objective number applies to other courses and to field.		
12. This objective number applies to other courses		

V. Bibliography

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Turiel, E. (2003). Resistance and Subversion in Everyday Life. *Journal of Moral Education*, 32, 397-409.

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