

University of North Dakota
Department of Social Work
COURSE SYLLABUS SWK 257
(Human Behavior in the Social Environment I)
Spring 2008
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/cs1>

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

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

Assignments for the Course

Primary HBSE Course Assignment:

Ultimately, the student will choose a person in a specific lifespan stage, as described by Newman and Newman, and interview/observe them. The student will use the data collected from the interview, along with academic resources and your textbook, to write a paper that describes the individual's biological state, psychological state, and social state. The goal of this assignment is to give you a chance to apply the content to a real situation using real people. This assignment will be due in two parts.

Part 1: Developing the questions for the interview/observation (60 points)

Task: Students will develop **five** questions based on readings from academic resources, class notes and discussions, and the textbook, **for each** the biological state, psychological state, and social state. (Total of 15 questions)

Requirements: 1) For each section (biological, psychological, and social), the student will need to develop the interview questions based on **peer reviewed** journal articles, textbook readings, and class notes/discussion that are focused in that particular life span development stage and section. For each section, you will need to cite two journal articles ((2 for the biological state and 2 for the social state) and theory of development (2 for the psychological state)). A total of six articles **must** be used. **Students are expected to track down the journal articles using the Internet, the library or interlibrary loan.** 2) For the psychological section, you will need to base the writing of your questions on one of the developmental theories described in class. **You must use a theory different than the psychosocial theory as presented by Newman and Newman (and Erikson).** 3) Students will need to inquire about the interviewee's age, cultural and ethnic background, current living arrangements (alone, married, kids etc), and any physical and mental ailments that would have an influence on the biological, psychological, and social states.

What to turn in: Students will turn in a type written document with the following parts. 1) An intro paragraph describing whom you are interviewing, the Newman and Newman stage that that person is in, and what psychologically oriented developmental theory you are using. 2) the questions for each section separated by the following headings (biological, psychological, and social) 3) Two paragraphs for each section describing what you hope to achieve by the interview questions you have developed and how the journal articles, readings, and class notes/discussions led to those questions 4) an Interview Consent/Assent form (example consent forms can be found at <http://www.und.edu/dept/rdc/regucomm/IRB/Forms.htm>). 5) An APA style reference sheet listing the six references.

Point Values: This assignment is worth up to 60 points. Points will not be given for missing content.

Item	Points
Intro Paragraph	5 points

15 questions	15 points
Description Paragraphs	30 points
Interview Consent/Assent form	5 points
APA Style Reference Sheet	5 points

Part 2: The Interview Report (120 points)

Task: The students are asked to describing the interviewee's biological, psychological, and social state by capitalizing on the interviewee responses, journal articles, class notes/discussions, and textbook readings. In addition, for each state, students will capture the interviewee's state using digital imagery. All the materials (responses, articles, class notes/discussions, textbook readings, and digital images) will be collapsed into an integrated term paper.

Requirements: The students will develop a paper with the following 5 parts.

Introduction: In this section the student will describe the Newman and Newman stage that the interviewee is currently in, interviewee's age, cultural and ethnic background, current living arrangements (alone, married, kids etc), any physical and mental ailments that would have an influence on the biological, psychological, and social states. **Biological state:** This section will focus on the interviewee's biological state. In this section, the students will use the journal articles, textbook readings, and class notes/discussion to describe the normal development for an individual in the Newman and Newman stage your interviewee is in. The student will integrate the interviewee's responses and digital images to support and or contradict the information garnished from the journal articles, textbook readings, and class notes/discussion of the biological state of a person in the Newman and Newman stage in which you are describing.

Psychological State: This section will focus on using a developmental theory to describe the interviewee's psychological state. In this section, the students will use the journal articles, textbook readings, and class notes/discussion to describe the normal psychological development for an individual in the Newman and Newman stage your interviewee is in. The student will integrate the interviewee's responses and digital images to support and or contradict the information garnished from the journal articles, textbook readings, and class notes/discussion of the psychological state of a person in the Newman and Newman stage in which you are describing.

Social State: This section will focus on using a developmental theory to describe the interviewee's social state. In this section, the students will use the journal articles, textbook readings, and class notes/discussion to describe the normal social development for an individual in the Newman and Newman stage your interviewee is in. The student will integrate the interviewee's responses and digital images to support and or contradict the information garnished from the journal articles, textbook readings, and class notes/discussion of the social state of a person in the Newman and Newman stage in which you are describing.

Student Opinion: In this section, the student will describe what they have learned from writing this paper. Students will need to address what they learned about the three states, whether or not they agree with what they learned in class and what they discovered by means of the interview, and the strengths and weaknesses in using the chosen theory of development to describe the psychological state of the interviewee.

What to turn in: Students will turn in a typed 5-8 page double spaced paper, written in apa style. The paper will be broken in to the sections described above. APA style headings will be used to separate the five sections. In addition, the paper will need to include an APA style title paper, an APA style reference section, and an appendix. The appendix will consist of 1) a typed transcription of the interview or observation notes and 2) the signed consent or assent form.

Point Values: The paper is worth up to 120 points. Points will not be given for missing content. Papers need to be turned in at the beginning of on the due date described in the

syllabus. Emailed papers or late papers will not be accepted

Item	Point Value
Introduction	10 points
Biological Section	25 points
Psychological Section	25 points
Social Section	25 points
Opinion Section	10 points
Grammar and Spelling	10 points
Appropriate use of APA Style (in-text, references, title page)	5 points
Appendix	10 points

Exams (50 points each): There will be 4 exams throughout the semester. The exams will be multiple choice and essay. Neither textbooks nor notes are allowed during the quiz. There will be no make up exams. The lowest exam grade will be dropped. If you miss an exam for a documented medical condition or an engagement, you will be given until the next class time to make up the exam. If you do not make up the exam by then you will receive a zero. If your documented medical condition or engagement will not permit you to make up the exam in the allotted time period, you will need to contact the instructor. It will be up to the instructor's discretion to choose the time and schedule of the makeup exam. No make-up exams will be given past 5 days of the original exam. Finally, no exams will be given early.

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 (100 points): 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.

Grades will be recorded on blackboard. Letter grades will be distributed based on the percentages of total points a student receives divided by the number of points available for the semester.

Grading

A= 90-100 percent

B= 80-89 percent

C= 70-79 percent

D= 60-69 percent

F= 59 percent or below

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
1/9	Introduction to HBSE/Clicker orientation/ The development through the lifespan	N & N chapter 1		
1/11	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
1/14	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
1/16	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
1/18	Social system theory	D, S, N & C chapter 2; N & N 82-88		1, 7
1/21	No Class			
1/23	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
1/25	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
1/28	Major theories for understanding human development: Psychosexual/Psychoanalytical	D, S, N & C chapter 5 (pg 98-106); N & N		1, 7

		chapter 4 (pg 65-68)		
1/30	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
2/1	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
2/4	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
2/6	Quiz 1			
2/8	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
2/11	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
2/13	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
2/15	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
2/18	No Class			
2/20	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
2/22	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
2/25	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
2/27	Early school age: The psychosocial	N & N chapter 8		1, 3, 4, 7

	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	(pg 251-260)		
2/29	QUIZ 2		HBSE Assignment Part 1 due	
3/3	No Class			
3/5	No Class			
3/7	No Class			
3/10	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
3/12	Possible guest lecture/TBA			
3/14	Early adolescence: Development tasks: Physical maturation/Puberty/formal operation/emotional development/emotional development/peer groups/romantic and sexual relationships	N & N chapter 10 (pg 300-332)		1, 7
3/17	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
3/19	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
3/21	No Class			
3/24	No Class			
3/26	Later adolescence: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/	N & N chapter 11 (pg 369-382)		1, 7
3/28	GUEST LECTURE BRUCE REEVES: GLBT overview and adolescence			1, 3, 4
3/31	Quiz 3			
4/2	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
4/4	Early Adulthood: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/	N & N Chapter 12 (pg 417-428)		1, 7
4/7	Possible guest speaker: role of spirituality in normal development			
4/9	Middle Adulthood: Developmental tasks: managing a career/intimate relationships/Parenting/sandwich generation/Single	N & N Chapter 13 (pg 430-454)		1, 7

	parents/remarriage/blended families/midlife crisis			
4/11	Middle Adulthood: The psychosocial crisis/the central process/the prime adaptive ego quality/core pathology/	N & N Chapter 13 (pg 457-463)		1, 7
4/14	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
4/16	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
4/18	Very old age: New psychosocial stage: very old age/Developmental tasks: physical changes/Sexuality/living arrangements/life expectancy	N & N Chapter 15 (pg 502-522)		1, 3, 7
4/21	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
4/23	Understanding death, dying and bereavement	N & N Chapter 16; video on assisted suicide	HBSE assignment part 2 due	1, 3, 4, 7, 10
4/25	Understanding death, dying and bereavement	N & N Chapter 16; video on assisted suicide		1, 3, 4, 7, 10
4/28	TBA/Possible guest lecturer			
4/30	Quiz 4			
5/2	Reading and Review day			
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.	*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; *Lecture & readings in Chapters 1, 2, 3, and 4 (in Newman text) help student understand how to integrate biological, psychological,	*numeric grade *instructor assesses student's capacity to use a theory to describe a human developmental issue for the biopsychosocial report. * clicker questions

	<p>and social/cultural components in regard to human behavior.</p> <p>*student's analysis theory paper (biopsychosocial report)</p> <p>*quizzes</p>	
<p>2. Use social work values to review and critique theoretical frameworks.</p>	<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 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>*numeric grade</p> <p>*quizzes on lecture material and readings</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</p>	<p>*Lecture & Newman readings discuss class</p>	<p>*numeric grade</p> <p>*quizzes on lecture material</p>

<p>oppression and discrimination when examining theories.</p>	<p>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: students will need to discuss how issues of social justice relate to the client's presenting issue/problem</p>	<p>and readings * clicker questions</p>
<p>5. This objective number applies to other courses and to field.</p>		
<p>6. This objective number applies to other courses and to field.</p>		
<p>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.</p>	<p>*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.</p>	<p>*numeric grade *quizzes on lecture material and readings * clicker questions</p>
<p>8. This objective number applies to other courses and to field.</p>		
<p>9. Understand the relationship between research and theory and use research to inform theory.</p>	<p>*student's written biopsychosocial report that has the student read research articles in order to assess the evidence for their topic.</p>	<p>*numeric grade *instructor assessment of student theory paper *quizzes on lecture material and readings</p>

	*student participation in class discussions	*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 and to field.		

V. Bibliography

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