

HARDING UNIVERSITY
DEPARTMENT OF BEHAVIORAL SCIENCES
HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I
SOCIAL WORK 3800

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Course Description: Human Behavior and the Social Environment I is the first course in a series of courses in the HBSE sequence. The general purpose of this course is to help the student acquire a working knowledge of the processes of human development, change, and adaptation from infancy until death. Attention is focused on the biological, psychological, and sociocultural dimensions of human behavior. The course is designed to provide the student with an environmental perspective on individual behavior and relies heavily on the “social systems” and “ecological” perspectives.

Corequisites: SOC 203; PSY 201; BIO 111

HBSE I Course Objectives:

1. To understand the interdependence and interrelatedness between biological, social, psychological, and cultural forces in human development from birth until death. (**PG 1, 2, 3, 7**) Assessment: Self-Analysis, Social History, Theory Project, Journal, In-class activities, Exams
2. To examine the processes of growth, development, change and adaptation from birth through death and assess their effects on behavior. (**PG 3, 4, 7**) Assessment: Self-Analysis, Social History, Theory Project, Journal, In-class activities, Exams
3. To develop an understanding of the major theories of human development (psychosocial, psychodynamic, cognitive, learning, behaviorism, etc.) and to increase an awareness of the significance of research for effective social work practice. (**PG 3, 4, 7**) Assessment: Social History, Theory Project, Journal, In-class activities, Exams
4. To provide the student with an understanding of the impact of trauma, diversity and social and economic injustice on an individual's ability to reach or maintain optimal health and well-being. (**PG 1, 3, 10**) Assessment: Self-Analysis, Social History, Theory Project, Journal, In-class activities, Exams

Numbers in parentheses above indicate program goals (PG) and EPAS Competencies (EPAS) to which the course objectives (CO) are related; numbers in boldface type highlight the competency(ies) that receive the most emphasis. Practice behaviors that operationalize the EPAS competencies in this course are measured by faculty assessment of assignments.

Required Text: Hutchison, E. (2019). *Dimensions of Human Behavior: Person and Environment*, 6th edition. Thousand Oaks: Sage Publications.

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the

remainder of the semester.) The Disabilities Office is located in Room 219 of the Student Center, telephone, (501) 279-4019.

Time Management Expectations: For every class hour, the typical student should expect to spend at least two clock hours on course-related work, including but not limited to out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams and other activities that enhance learning.

Assessment and Grading: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The University values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

In academics, assessment is used as a tool to improve individual courses and entire programs as well as to evaluate each student's knowledge, skills, and dispositions. There is a probability that what you learn in this course will be assessed in broader measures of student achievement such as the Social Work Exit Exam as well as your final competency evaluation in Field Placement.

Assessment of the knowledge, skills, and disposition of each student for the purpose of assigning a letter grade at the completion of this course will be assessed by means of the following:

1. Attendance: Class attendance is expected and required. You should have regular attendance and to be punctual for class. Any student who accumulates more than four **total** unexcused absences or four tardies during the course of the semester will have points deducted from their final grade. Two percentage points will be deducted from your final grade per excessive absence and five points per excessive tardy. *Please note: Leaving class early without prior permission will be counted as an absence* If you have extenuating circumstances (such as going on a school sponsored activity, or a funeral to attend, etc.), be sure to clarify this with me, and you will not be penalized – the key issue being communication with me regarding your attendance in class.

2. Exams: Exams will cover the assigned text, lectures, and class discussions. You are responsible for material in the text, as lectures will not always cover the text material. Exams may be multiple-choice, true/false, or short answer discussion questions. Exams will be open book/open note and for online access students will be available for a 5-day period on canvas. For online access, there will have a set amount of time to complete the exam once it has been opened. (CO 1, 2, 3, 4, 5)

Absences from exams can only be made up in the case of serious illness or family emergency. If an exam will be missed you must **call or email me before** the scheduled exam. If I am not in my office and you call, leave a voice mail message. You may schedule to take an exam early if a known problem exists. In all other cases, a grade of zero (0) shall be given for a missed exam. No exceptions will be made. (CO 1, 2, 3, 4, 5)

3. Class Participation Policy: Reading assignments should be completed before each designated class period. This includes being prepared to participate in classroom discussions. * You are expected to participate in all classroom activities. * (CO 1, 2, 3, 4, 5)

4. Cell Phones, communication devices, personal computers, tablets, etc.: Cell phones (or any other device) should be set to silent prior to the beginning of class if attending in person. If you are attending remotely, please set your speaker to silent unless you are making a comment/asking a question.

Personal computers, tablets, etc. are welcome with you if you are attending class in person, the device should be used for taking lecture notes only. Use of electronics during the class for any other purpose is not allowed. Any student found to be using a device for any purpose other than notes shall forfeit the privilege of having that device in class for the remainder of the semester and may be subject to expulsion from the class.

5. Class Assignments: Throughout the semester, you will be given individual and group assignments. Neatness, proper grammar and spelling will be required on all assignments. You are expected to turn in assignments on the designated due date BY CLASS TIME. If this is not possible, for an excusable reason, you must email me before class time to inform me of the issue and to work out a time to turn in the assignment without any late penalty. Work turned in the due date before 11:55 p.m. will receive a 5% late penalty. Work will be assessed a penalty of 10% per day beginning the day after the assignment was due. Assignments completed more than six calendar days after the due date will not receive credit unless explicit arrangements have been made with the instructor.

The following are brief overviews of the required assignments for this course. More details will be given in class discussions.

Read/Watch Journal: Students will keep a journal of reflections on the articles read, and videos watched for the course. For each unit, the student will be responsible for reading and reflecting on a 1 article and watching 3 videos at minimum. (Read: either from suggested “read” files on canvas, from individual research, or the class bibliography) (Watch: either from suggested “watch” files on canvas, or from individual research on a topic covered in the unit). The student will then thoughtfully address the following for each unit:

- *Personal reflections on each of the articles and videos.

- *How this information can be used (or needs to be further researched) for culturally competent work with diverse and at-risk populations.

- * Reflections on ethically practicing from a Christian perspective in a given area of work

- *Complete bibliographic information for the article/videos (link) reviewed

Note – extra credit will be given for new articles you include or new videos you watch (not on current class list) that are relevant to course content. 4 entries per unit, 20 points each. (CO 1, 2, 3, 4)

Due dates:

Jan. 26 Unit I (20 points)

March 16 Unit II (20 points)

April 13 Unit III (20 points)

May 5 Unit IV (20 points)

Self-Analysis: The purpose of this assignment is to honestly evaluate yourself and your life experiences. This will be a confidential paper and each of the following questions should be addressed insightfully. (The paper is to be typed using double-spaced 12-point font format, 6 full page min.)

1. Describe your childhood and family influences.

- What was your family structure like?

- What is discipline like in your family?

- How does your family recognize special occasions? (birthdays, holidays, etc)

- How does your family show appreciation and love?

- Are there aspects of your family you definitely do/not want to replicate in a future

- family of your own?
Would you consider your family members to be close to one another - why or why not?
2. How has your health and mental health been impacted by your social supports?
Do you feel a sense of independence? (Confidence in your abilities?)
What kinds of opportunities/limitations do you have?
What are your health and emotional habits? (How do you practice self-care, express yourself, handle stress, etc.)
3. How has the culture you grew up in influenced your life so far?
How important has education and academic success been for you?
How important is the media/social media in your life?
How has media shaped your views of vulnerable populations?
What aspects of your life have been influenced by your economic status?
4. How important is religion/spirituality in your daily life?
What are the basic beliefs you hold to be true?
What practices do you follow?
Would others recognize that you have a religious/spiritual perspective for your life?
5. What are your biggest interests/concerns /fears?
How do you address these?
How did you become aware of these?
What aspects of professional practice most interest you? How does this area connect with your own interests/concerns/fears?
Are your family, friends and community supportive of you in these areas?
6. What are your biggest strengths/accomplishments?
How did you become aware of these?
How will these be beneficial to you in your future professional work?
Are your family, friends and community supportive of you in these areas?
7. What are your plans and goals for the future?
Whom has had input into developing your plans and goals?
Are your family, friends and community supportive of you in this area?
8. How does your personal value system differ from your professional value system?
How are you planning on addressing these differences (if any)?
What does the code of ethics for your future profession require of you that you believe will be difficult for you?
How do you plan to manage these aspects in your professional work?
- *Due, **February 4**, 100 points (CO 1, 2, 4)

Theory Project: The class will be randomly divided into groups to find research on a given theory of human behavior. Each group will have the responsibility of developing knowledge regarding the theory and should address any unique assessment information specific to different areas of human development (adolescence, adulthood, late life, etc.), ethnic heritage or family composition. This knowledge is expected to be the most prominent factor in the information shared with the class. If there are related theories on human behavior to the primary theory presented those should be included in the information as well.

On the day of the project, the group members will present the findings from their research along with a copy of their resource list to the class. After the presentation, the group will email the materials to the instructor so a canvas discussion for the topic can be started. The group will be responsible for facilitating the discussion from class comments after posting (note adding specific questions for the class to respond to would be helpful). Focus throughout the presentation and discussion facilitation should be kept on the strength's perspective. Points will be given for facilitation of comments on project post, and quality of posts given to other group projects.

The resource list should be composed of a minimum of 10 academic resources cited throughout the presentation (these sources are to be in APA format, no more than 10 years old. Older resources can be used but they must be in addition to the required sources. No more than 3 of the 10 can be web only sources.

In addition to the presentation, posted project, and resource list, each group member will turn in a group evaluation form assessing each member of the group and their participation as part of the assignment. * I reserve the right to grade a student individually if it becomes clear that his/her contributions to the group project have been uneven or disruptive.

Students will be graded according to:

the mechanics (grammar, spelling, organization, etc.)

accuracy of content

creativity in addressing theory and thoroughness and thoughtfulness

Points possible for the project:

200 points project / resource list

(Beginning **February 16**)

20 points peer evaluation

(Due on **day of project**)

30 points facilitation/comments

Total 250 points

(CO 1, 2, 3, 4, 5)

Social History: Each student will interview 1 young aged adult (25-39), 1 middle aged adult (40-64) and 1 older aged adult (age 65+) using the following questions (from: <http://legacyproject.human.cornell.edu>). The responses received will then be organized into an informative (double-spaced) paper. Note: the interviews should be conducted in person or via facetime, etc. if at all possible (so that you can see a person's expressions as they respond to the questions). Begin your paper with basic demographic information about your respondent (age, gender, how you know this individual, etc.) – address the required questions then ask your own additional questions as well. Required questions:

* What are some of the most important lessons you have learned in your life?

* What advice do you have on getting or staying married or remaining single?

* What advice do you have about raising children or contributing to others raising children?

* What advice can you share about finding fulfilling work and how to succeed in a career?

* Difficult or stressful experiences can yield important lessons. Is that true for you? Can you give me examples of what you have learned from experience?

* Can you see any turning points (key events or experiences) that changed the course of your life?

* What would you say you know now about living a happy and successful life that you did not know when you were in your early 20's?

* What would you say are the major values or principles that you live by?

* Have you learned any lessons regarding your health that you would have liked to know about when you were younger?

* What advice would you give to people about growing older?

In addition to the summary of the interview:

1. Write a **detailed** discussion of two theories covered by class materials. Then using examples from the interview, illustrate why the theories are relevant to the responses you received.

2. Finish the paper with a discussion about knowledge you gained from the interview that can impact your future professional work. Include reflections on what you learned that you did not expect as a part of the process. Documentation of any sources used should be included.

March 25, 100 points (CO 1, 2, 3, 4, 5)

Unacceptable Behavior: The following behaviors are rude, distracting, and disheartening to other students. Exhibiting these behaviors may result in you being asked to leave the class and receiving an

unexcused absence.

- * Packing behavior: putting personal belongings up before class has been dismissed.
- * Personal conversations during class lectures or discussions.
- * Use of technology for a purpose other than class notes
- * Doing assignments for other classes.
- * Sleeping in class.

All students are expected to abide by the Student Handbook. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

THE FINAL GRADE WILL BE COMPUTED AS FOLLOWS:

A = 90% or above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or below

***Disclaimer:** The Harding University Social Work faculty recognizes that a legitimate survey of current thought will necessarily include ideas that may conflict with the Christian view of humanity and the universe and that details in some of the courses may be regarded as offensive to a sensitive student. It should be clear, however, that the purpose of the course is not to endorse the offending views, to weaken students' religious faith, or to denigrate any student's moral standards. Rather, the goal of the course is to evaluate these ideas and assignments through the mature Christian perspective of both the teacher and the student. If students are to be equipped intellectually and spiritually to solve the problems that they will meet, both on campus and in later life, they must form habits of examining every aspect of each question. The university, therefore, urges professors to give the students in their classes all significant points of view regarding any problem or principle that may arise. Less than this would defeat the purpose of a Christian education.

COVID-19 Statement: Our goal at Harding University is to provide a safe and positive learning environment for all of our students. As a faith-based university, we have a responsibility to care for one another. The current COVID-19 pandemic gives us a good opportunity to do so, by following the guidelines to minimize transmission of the novel coronavirus. Every precaution will be taken to be sure that class is conducted in a way that is safe and in compliance with state and university guidelines. If you feel a situation needs to be addressed in the classroom environment, please speak with me as soon as possible so that the situation can be improved.

Due to the uncertain and unusual climate during which this course is being offered, certain adjustments may have to be made including changes to meeting times, modalities and work assignments. Every effort will be made to notify students of any change as soon as possible. Because this course may/will be meeting using video conferencing, students are expected to find a safe, secure and reliable internet connection in order to participate in virtual meetings at the required level.

Code of Academic Conduct: All students are expected to be honorable and to observe standards of conduct appropriate to a community of Christian scholars. All acts of dishonesty in any academic work constitutes academic misconduct. This includes, but is not limited to, Cheating, Plagiarism, Fabrication, Aiding and Abetting Academic Dishonesty, etc. Academic misconduct is subject to automatic course failure (Grade of "F").

Please note: Anyone taking an exam from the classroom, either on the day of the exam is administered or on the day the exam is returned, shall be considered to have engaged in the offense of "theft" and

shall receive a grade of “F” for the course. In addition, individuals who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

YOU ARE RESPONSIBLE FOR YOURSELF! BY ACCEPTING THIS SYLLABUS, YOU ARE ACCEPTING A CONTRACT BETWEEN YOU AND I, AND WE ARE AGREEING TO FULFILL OUR INDIVIDUAL COMMITMENTS. I reserve the right to change course requirements, grading procedures, etc. at any time during the semester. You will receive sufficient notice if changes are made

TENTATIVE COURSE SCHEDULE

- 1/12 Introduction to the course
- 1/14 Unit I notes

- 1/19 Unit I notes
- 1/21 Unit I notes

- 1/26 Unit I/II notes ***Online access students exam Unit I to be completed this week**
***Read/Watch Journal**
- 1/28 **Unit I exam**

- 2/2 Unit II notes
- 2/4 Unit II notes ***Self-Analysis**

- 2/9 Unit II notes
- 2/11 Unit II notes

- 2/16 **Theory Project**
- 2/18 **Theory Project**

- 2/23 **Theory Project**
- 2/25 **Theory Project**

- 3/2 Unit II notes
- 3/4 Unit II/III notes

- 3/9 – 3/11 Spring break (no class)

- 3/16 Unit III notes ***Online access students exam Unit II to be completed this week**
***Read/Watch Journal**
- 3/18 **Unit II exam**

- 3/23 Unit III
- 3/25 Unit III notes ***Social History Project**

- 3/30 Unit III notes
- 4/1 Unit III notes

4/6 Unit III notes
4/8 Unit III/IV notes

4/13 Unit IV notes ***Online access students exam Unit III to be completed this week**
***Read/Watch Journal**

4/15 **Unit III exam**

4/20 Unit IV notes

4/22 Unit IV notes

4/27 Unit IV notes

4/29 Unit IV notes

FINAL EXAM: Wed. May 5, 9:00 a.m. (please note the time change)

***Read/watch Journal to be submitted**