

HARDING UNIVERSITY
DEPARTMENT OF BEHAVIORAL SCIENCES
HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II
SOCIAL WORK 3810

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Course Description:

The general purpose of Human Behavior and the Social Environment II is to help the student acquire a working knowledge of the effects of human diversity upon the individual, and enable the students to recognize and understand human systems that most concern them in their social work practice - communities, organizations, groups, and families. Human Behavior and the Social Environment I focus on human growth and behavior progressing from birth until death, while Human Behavior in the Social Environment II emphasizes human diversity issues as well as exploration of human systems that impact on the individual. Human Behavior in the Social Environment II focuses on mezzo-level and macro-level analysis and theory. The person-in-environment perspective generates the framework for the dissemination of knowledge and information about the individual in transaction with multiple systems as well as the systems in transaction with each other. The following theories will also be explored for their relevance to the study of communities, organizations, groups, and families: Structural Functional, Social Conflict, Symbolic Interactionist, Feminist, Social Exchange, and Social Systems.

Issues related to human diversity are discussed throughout this course. Cultural teachings, which maintain attitudes of racism, elitism, heterosexism, sexism, ableness, and ageism, will be explored along with the implications for healthy social, economic, and behavioral development.

HBSE II Course Objectives:

1. To identify the environmental conditions of diverse populations, including race, ethnicity, sexual orientation, age, ableness, and gender, and examine the special stresses and oppression to which they can be subject. (EPAS 2.1.4, EPAS 2.1.5, EPAS 2.1.7, EPAS 2.1.9. P.G. 1, 3, 5.)
Assessment: Read/watch journal, Group presentation, Capstone project, Exams, in class activities.
2. To apply a social systems framework and other major theoretical perspectives to work with communities, organizations, groups, and families. (EPAS 2.1.3, EPAS 2.1.7. P.G. 1, 3)
Assessment: Group Presentation, Organizational analysis, Capstone project, Exams.
3. To help develop effective oral/written communication in working with families, groups, organizations, communities and colleagues. (EPAS 2.1.3, EPAS 2.1. P.G. 4) Assessment: Read/watch journal, Interviewing assignment, Group presentation, Organizational analysis, Capstone project.
4. To further develop the student's awareness of the significance of policy and research for effective social work practice. (EPAS. 2.1.3, EPAS 2.1.6, EPAS 2.1.8. P.G. 2) Assessment: Read/watch journal, Group presentation, Organizational analysis, Exams.
5. To help the student recognize and manage personal values and experiences that may influence assessment and professional judgment. (EPAS 2.1.1, EPAS 2.1.2, EPAS 2.1.10, EPAS 2.1.11.

P.G. 4) Assessment: Read/watch journal, Interviewing assignment, Group presentation, Capstone project, Exams in class activities.

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 six **total**

absences or six 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, 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. *

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. 29 Unit I (20 points)

March 24 Unit II (20 points)

May 6 Unit III (20 points)

Interviewing Assignment: You will conduct a minimum of three in-person (or online with video) interviews with individuals discussing their views on family and groups. The interviews will include one person who is at least twenty years older than you and two other adults (who are not taking any social work courses). Skype, Zoom, Face time, etc. may be used.

The following questions are to be addressed and documented for each interview:

1. Give a brief description of the respondent’s family demographics (parents married or divorced, number of siblings, etc).
2. What is the respondent’s definition of a “family”?
3. Did your family growing match your current definition of family?
4. What did you learn from your family or community about the following people while you were growing up?

Blacks or African-Americans

Latinos or Hispanics

Asian or Pacific Islanders

Caucasians or Whites

People who identify as LGBTQ

People with mental or physical disabilities

People who are poor

People who are rich

People who live in different communities than where you grew up

People who practice other religions or who have no faith

Immigrants coming to the United States

5. Do you still believe what you learned growing up?

****** As the interviewer, give an overview of your experience and observations with each of the interviews, and the knowledge you gained in the process. Include a detailed summary of your personal responses to the questions you asked of your respondents. How do your responses compare to your professional values? Due: **February 5**, 100 points (CO 3, 5)

Group Presentation: In class you will draw for a presentation topic. You will work as a group with other individuals who draw the same topic. The group is to review and present information

on the assigned topic, conducting the activities for the class on the day of the presentation.

The presentation should include:

1. How the topic connects to (or impacts): families, groups, formal organizations, and communities.
2. Current research, theories and social work interventions within the topic area
3. Current policy issues for the topic area
4. What still needs to be done to address the issues – especially as the topic relates to oppression and discrimination
5. An activity to involve class members
6. An informational handout to supplement the discussion.

The following requirements are due to the instructor the day of the presentation:

7. A list of annotated sources (in APA format) used for the presentation. This will be posted to the class canvas for student access. There should be a minimum of 12 academic articles used for the presentation (at least three articles each on: families, groups, formal organizations, and communities) in addition to any other sources. The academic articles are to be no more than 10 years old. Older academic resources can be used but they must be in addition to the required 12 within the 10-year time period.
 8. 5 multiple-choice questions (with four viable choice responses) and 3 true/false questions from the content covered in the presentation for the final exam. Correct answers must be designated.
 9. A detailed outline of the presentation (also designating who did what).
- *A copy of any handouts and activities used in class are to be turned in to the instructor at the beginning of class the day of the presentation. Additional details will be given in class. Presentations begin on **February 17**, 300 points (CO 1, 2, 3, 4, 5)

Organizational Analysis: You will write an organizational analysis of Harding University. The analysis should give a detailed description of the following:

1. Filtering (selecting who is and who is not eligible to be a part of the University - identify differences for types of students or faculty/staff)
2. Rights/responsibilities of participants (students or faculty/staff)
3. Goals of the organization (be specific)
4. Effects of goals on service delivery (give examples for each goal)
5. Economic factors (such as availability of funds, who donates funds, cost of maintenance / building, tuition, technology costs, etc.)
6. What is the impact the aforementioned policy components on vulnerable groups serviced by the University?
7. Discuss what you learned that you were previously unaware of.

The analysis is to be done in essay format. Sources used should be listed at the end of the analysis. Due: **April 12**, 100 points (CO 2, 3, 4)

Capstone project: For this final project you will write an assessment of a movie. The assessment will be completed using the theoretical perspectives discussed in class, with special attention given to family, groups, organizations, and community. More details will be given in class prior to beginning the project. Due: **April 30**, 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.

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

1/11	Introduction to the course
1/13	Unit I notes
1/15	Unit I notes
1/18	Dr. Martin Luther King, Jr. day (no class)
1/20	Unit I notes
1/22	Unit I notes
1/25	Unit I notes
1/27	Unit I notes
1/29	Unit I and Unit II notes *Read/Watch Journal
2/1	*Online access students exam Unit I to be completed this week Exam Unit I
2/3	Unit II notes
2/5	Unit II notes *Interviews
2/8	Unit II notes
2/10	Unit II notes
2/12	Unit II notes
2/15	Unit II notes
2/17	Presentation
2/19	Presentation
2/22	Presentation
2/24	Presentation
2/26	Presentation
3/1	Unit II notes
3/3	Unit II notes
3/5	Unit II notes
3/8 – 3/12 Spring break (no class)	
3/15	Unit II notes
3/17	Unit II notes
3/19	Unit II notes
3/22	Unit II notes *Online access students exam Unit I to be completed this week
3/24	Unit II/III notes *Read/Watch Journal
3/26	Exam Unit II

3/29 Unit III notes
3/31 Unit III notes
4/2 Unit III notes

4/5 Unit III notes
4/7 Unit III notes
4/9 Unit III notes

4/12 Unit III notes ***Organizational Analysis**
4/14 Unit III notes
4/16 Unit III notes

4/19 Unit III notes
4/21 Unit III notes
4/23 Capstone Project

4/26 Capstone Project
4/28 Capstone Project
4/30 **Capstone Project due**

FINAL EXAM: Thursday, May 6, 10:30 a.m. *Read/Watch Journal