



Spring 2018

Meeting days: MWF	Kevin F. Modesto, MATS, MSW, Ph.D.
Meeting times: 12:10-1:10 PM	Office: (619) 849-2368 Home: (619) 282-5660 Kevin Cell: (619) 940-9597; Becky (619) 940-9595
Meeting location: RH 112	E-mail: kmodesto@pointloma.edu
Additional info:	Office location and hours: Rohr Hall #105 M,W 11:00 to 12:00; T-Th 10-10:30AM or by appointment
Final Exam: Monday, April 30, 2018, 10:30 to 12:30 PM	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1]

COURSE DESCRIPTION – SWK 365

Human Behavior and the Social Environment seeks to expose students to theories, knowledge, and content of human development across the life-span. Particular attention will be paid to the bio-psycho-social-spiritual development. Human development will be considered from the systems perspective, with emphasis on factors that promote or deter health and well-being among individuals, families, and groups.

COURSE LEARNING OUTCOMES

By the end of the course, you should be able to do the following tasks. Statements in italics are from the Council of Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS):

1. EP 2.1.1 *Identify as a professional social worker and conduct yourself accordingly.* You will: 1) know the mission of the profession of social work; 2) how social workers utilize different social work roles to assist clients in meeting clients'; 3) and appear professionally in the community.
2. EP 2.1.2 *Apply social work ethical principles to guide professional practice.* You will: 1) tolerate ambiguity in resolving ethical conflicts when your beliefs do not coincide with other systems (clients, co-workers, supervisors, organizations, etc); 2) cultivate an understanding of how values influence the development and application of theories of human bio-psycho-social and spiritual development; and 3) identify and assess the influences that form your thinking about the human developmental process.
3. EP. 2.1.3 *Apply critical thinking to inform and communicate professional judgments.* You will: 1) critically think about the integration of content surrounding human development across the lifespan; and 2) use sources such as peer-reviewed journal articles to facilitate discussion as well as write professional, APA-6th-edition papers.
4. EP 2.1.4 *Engage diversity and difference in practice.* You will: 1) recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; 2) identify current and emerging policy issues related to special populations, 3) gain self-awareness to eliminate the influences of your personal biases and values in working with diverse groups as well as analyzing how they are affected by social welfare policy, and 4) apply National Association of Social Workers (NASW) cultural competency skills.
5. EP 2.1.5 *Advance human rights and social and economic justice.* You will: 1) discern the interplay between social and economic justice and the human behavior in the social environment; and 2) identify strategies to promote social and economic justice.
6. EP 2.1.6 *Engage in research-informed practice and practice-informed research.* You will use the major debates and literature in social work and supporting fields of bio-psycho-social and spiritual development to guide your class assignments and future social work practice.
7. EP 2.1.7 *Apply knowledge of human behavior and the social environment.* You will: 1) exhibit knowledge of major theories of human bio-psycho-social and development; 2) describe the interaction between social systems, environment, and human behavior; 3) understand how policies affect the person-in-the-environment; and 4) explain how social systems promote or deter well-being, with an emphasis on possible latent consequences of policy upon micro, mezzo, and macro systems.
8. EP 2.1.8 *Engage in policy practice to advance social and economic well-being and to deliver effective social work services.* You will exhibit knowledge of major themes that have shaped public policy and identify historical, philosophical, and social contexts that influence policy and legislation.
9. EP 2.1.9 *Respond to contexts that shape practice.* You will: 1) describe and apply a basic framework for policy analysis (strategy, planning, structure, implementation, and evaluation); and 2) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
10. EP 2.1.10 *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and*

communities. You will: 1) participate in a out-of-class assignments where you volunteer your time with children and older adults, and 2) analyze how you could (or did) apply social work roles.

11. *Practice competency for integration of faith and professionalism*. You will be encouraged to critically assess and discuss the relationship between Christian faith and theories of bio-psycho-social and spiritual development.

COURSE CREDIT HOUR INFORMATION (In online or blended classes only—fill in blanks)

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE SCHEDULE AND ASSIGNMENTS

Course Assignment/Products: *All assignments should be doubled spaced, typed in a 12-point font, and handed in on their due date. Correct spelling and use of grammar is calculated in each grade.*

1. **Attendance and Respectful Class Participation:** *(See attendance section below for how excessive absences affect your grade.)* To earn full points for discussion participation, you must be present for the full discussion, come prepared to hand in the assignments at the beginning of class, and engage in class dialogue. Your regular attendance and participation in the discussion sessions and in classroom activities is critical to the success of the class. You should plan to attend class and have read the material and be prepared to discuss, debate, and develop thoughts each class session. *Attendance alone does not equal participation. Distracting behaviors like excessive side conversations, rudeness to the class members and/or professor, working on tasks unrelated to the current class discussion, or texting will not be tolerated due to their lack of respect.*
2. **Personal Milestones Paper:** This paper will focus on the major people, events, and influences that have shaped your life. Key questions to consider are who most influenced you? How does your environment, your social context, influence how you think and act? Why were the events you selected milestones? The goal is to provide time for you to critically assess how you have become the person you are and how this will influence your work. The paper should not exceed 10 doubled spaced pages, using a 12-point font. Page borders must not be less than 1 inch. All reference must be in the format of the American Psychological Association. **Due January 29, 2018.**
3. **Weekly Journal Article Critiques:** A goal of the course is to expose you to the major debates in social work and related disciplines. The best new and emerging information is found in the major scholarly journals. Each week you will be expected to identify read and summarize one journal article related to the course content for the week. You will select an article from a respected, scholarly journal relating to your assigned chapter. You will write a brief summary not to exceed 250 words. You are encouraged to discuss journals and articles with the instructor if needed. Be prepared to discuss them. **Due by 9:00 AM every Friday of the semester.**

To find an article, go to the library or to an electronic reference database and review journal articles that have been published within the last 5 years. Select an article that peaks your curiosity and relates to your assigned chapter. Here are a few links to that might be helpful: [Social Work Journal Rankings](#), [NYU's School of Social Work Journal Rankings](#), [Campbell Collaboration](#), [Cochrane Collaboration](#).

Include:

- 1) APA-6th-edition citation
- 2) No grammatical errors.
- 3) A 250 word summary.
 - a. Consider the questions below as you analyze each article.
 - i. How are the authors building a theory or doing historical work?
 - ii. Who is the audience? (The journal should tell you this; it may require you to do further research at the library or on the web).
 - iii. What theories are the foundation of their work? Name the theory.
 - iv. What is the hypothesis of the study?
 - v. What are the key independent and dependent variables?
 - vi. How do the researchers define the variables they are researching?
 - vii. Is it a qualitative or quantitative study? How? Give an example.
 - viii. How do the authors go about answering the questions they are asking?
 - ix. Where did the authors get their study sample? How many people are in their sample? Did people drop out of the sample, and do they try to hide this at all?
 - x. Assess the tables, figures and charts. How do they support the analysis?
 - xi. Does the logic and constructs make sense? Why?
 - xii. Were there any obvious biases in the authors' reasoning? Give an example.
 - xiii. What were the findings? How do they support the hypothesis?
 - xiv. How can the articles' findings be built on by future researchers?
 - xv. How do the conclusions make sense for practice and theory by practitioners, social workers etc.?
 - xvi. What are the articles' strengths and weaknesses?
 - xvii. How does the article relate to the class?
 - xviii. What did you think about the findings? Did they change your thinking?
4. Mid-term exam (15): Consisting of multiple choice, essay, and short answer questions, the second will be a life history interview of a senior adult. The exams will include content covered until the class prior to the examination. **March 2, 2018.**
5. Off-Site Practical Application Required: This course includes practical application and exposure human behavior in the environment. Through the PLNU ministry system, you will participate in off-site experiences for at least 3 hours, volunteering with children/teenagers and older adults. Reactions must be posted on Canvas and will be discussed in class. **Due on week after the event.**
6. Social History Paper: A goal of the course is to encourage the application of social history paper.
Focus Competencies on Practice Behaviors:
 - I. EP 2.1.3c - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
 - II. EP 2.1.4c - Recognize and communicate their understanding of the importance of difference in shaping life experiences
 - III. EP 2.1.7a - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
 - IV. EP 2.1.10a - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
 - V. EP 2.1.10b - Use empathy and other interpersonal skills

VI. EP 2.1.10d - Collect, organize, and interpret client data

VII. EP 2.1.10e - Assess client strengths and limitations

A. **Brief Description Life History Interview:** You will select and interview an individual while following an outline that indicates the information you need to solicit. The information reflects the types of information typically gathered by social workers in practice when doing a social history. Social histories reflect the important aspects of an individual's development and help social workers assess the nature of a client's problems.

a. **Objectives:** This exercise will enable you to:

- i. Identify those aspects of human development that are important in shaping an individual's life situation and issues.
- ii. Recognize the complexity and necessity of assessment in social work practice.
- iii. Experience the process of interviewing and recognize the need to develop interviewing skills.

b. **Procedure:**

Choose a person over 65 years old to interview. This could be a friend, a relative, or an acquaintance. Describe this assignment to the person, and ask the person for permission (informed consent) to do the interview. Feel free to show the person these guidelines or your proposed outline ahead of time. Make it clear that his or her real name will not be used and that the information will be kept confidential.

In practice, a social history involves "an in-depth description and assessment of the current and past client situation, often included in the case records and medical records of client" (Baker, 2003, p. 404). The purpose is not to learn every intimate detail of the client's personal life but rather to gain a generalized understanding of what a client's life is like in addition to gaining more specific information related to the client's problem.

The Social History Outline developed for this assignment is not a complete social history but only portions of one. There are no sections that relate to problems or to recommendations. This assignment does not focus on a client's problem, because you have neither client nor problem to work with. However, this assignment is designed to give you a chance to interview someone, obtain development and social information, and summarize this information in an organized, informative manner.

c. One requirement of the assignment is to go the library and do some related research on interviewing techniques. Look for information on what is involved in interviewing and how to do it. Summarize the research and information you reviewed and include it in the "Research Applications" section of the paper. Apply this research and information to your own interview where possible. For example, which techniques did you find useful or could you have used? How were they, or might have been, helpful in your interview situation? Include a brief reference page of these sources at the end of the paper.

d. **Write:**

Write a paper that summarizes the information you've gathered. The paper should be typewritten, double-spaced, and eight to 12 pages in length. Use an outline form for topic headings followed by a narrative presentation of information for each heading. Make sure each underlined topic heading is included in your paper. This paper should be in APA 6th edition format with a title page, abstract, main body (in the form of the outline), and a reference page. **Due April 30, 2018 at 10:30am.**

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Zastrow, C., & Krist-Ashman, K. K. (2013). Understanding human behavior and the social environment (Ninth ed.). Belmont: Brooks/Cole..

Additional articles and chapters will be assigned by the professors and posted on the Canvas.

ASSESSMENT AND GRADING

This class will be graded using a specifications grading system. All assignments will be graded on a credit no credit basis. Follow the directions for each assignment for full credit. Grades will also be earned on a bundled basis.

Bundles grading:

F- Did not meet the expectations of C.

C –

Personal Milestones Paper.

Earn at least 70% on the mid-term exam.

Have no more than 3 absences.

11 of 15 weekly reflections.

Social History Paper.

B –

All of the above with three of the following:

Three additional weekly reflections.

A – All of the work for a B.

Offsite practical application.

Students are encouraged to speak with the instructor at any point about their grades. Any student with a grade below a C is highly encouraged to speak with the instructor.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

7/28/2016

PLNU ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Class Members Responsibilities:

1. Attendance: Attendance is mandatory at all class sessions. Each Community Classroom class session is equivalent to a full week of classes on the main campus. Only one excused absence is allowed. Missing 2 classes will result in de-enrollment or possible failure in accordance with the university attendance policy.
2. Class participation: Each student is seen as a vital contributor to the educational environment. Your ideas and input are essential to the learning experience. Please participate actively and respectfully.
3. Respect: Respect for others is a basic element of professional social work and Christian character. All discourse will be conducted in a responsible and respectful manner.
4. Reading: Students are expected to read all assigned material to engage in class discussion.
5. Completion of all class assignments: All class assignments are to be completed and handed in, in a prompt professional manner. There are no exceptions for tardiness. Assignments will not be accepted one week beyond the original due date.

Inclusive Language

Given the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Public Discourse

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that others will view your work in the class.

7/28/2016
