



Point Loma Nazarene University
SWK 365 - Human Behavior in a
Social Environment
3 units

Spring 2017

Meeting days: MWF	Instructor title and name: Kevin F. Modesto, Ph.D., MSW, MATS
Meeting times: 12:10-1:10pm	Phone: 619-849-2368
Meeting location: RH 112	E-mail: kmodesto@pointloma.edu
Additional info:	Office location and hours: Rohr Hall 105, Upon appointment
Final Exam: Friday, May 5, 10:30-1pm	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 evaluate social and cultural patterns, and constructively engage as agents of hope.

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

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 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.

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 reading, including: articles distributed in class, research materials, personal observation, Internet resources, and articles and books assigned by the instructor.

COURSE SCHEDULE AND ASSIGNMENTS

1. **Attendance and Respectful Class Participation (10 points):** *(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 (15 points):** 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 23, 2017.**
3. **Weekly Journal Article Critiques (30 points):** 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. Each submission is worth 2 points. **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: an 1) APA-6th-edition citation, 2) Maximum of 250 word summary. Your answers should be in complete sentences. Consider the questions below as you analyze each article.

Analyze the article and answer the following questions in your outline:

1. How are the authors building a theory or doing historical work?
 2. 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).
 3. What theories are the foundation of their work? Name the theory.
 4. What is the hypothesis of the study?
 5. What are the key independent and dependent variables?
 6. How do the researchers define the variables they are researching?
 7. Is it a qualitative or quantitative study? How? Give an example.
 8. How do the authors go about answering the questions they are asking?
 9. 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?
 10. Assess the tables, figures and charts. How do they support the analysis?
 11. Does the logic and constructs make sense? Why?
 12. Were there any obvious biases in the authors' reasoning? Give an example.
 13. What were the findings? How do they support the hypothesis?
 14. How can the articles' findings be built on by future researchers?
 15. How do the conclusions make sense for practice and theory by practitioners, social workers etc.?
 16. What are the articles' strengths and weaknesses?
 17. How does the article relate to the class?
 18. 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 3, 2017**
5. **Off-Site Practical Application Required (10):** 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 (20 points):** 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 May 5, 2017 at 10:30am.**

Course Schedule

Professor Modesto reserves the right to make adjustments to the course schedule, as needed.

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
#1 - Jan. 10	Review syllabus and sign class commitment	Jan. 20
Jan. 11, 13, & 18	<i>Introduction to Human Behavior and the Social Environment</i> - <u>Chap 1</u>	
#2 - Jan. 20 & 23	<i>Biological Development in Infancy and Childhood</i> - <u>Chap 2</u>	January 23 Milestones Paper Due
#3 - Jan. 25 & 27	<i>Psychological Development in Infancy and Childhood</i> - <u>Chap 3</u>	
#4 - Jan 30, Feb. 1, & 3	<i>Social Development in Infancy and Childhood</i> - <u>Chap 4</u>	
#5 - Feb. 6, 8, & 10	<i>Ethnocentrism and Racism</i> - <u>Chap 5</u>	
#6- Feb. 13, 15 & 17	<i>Biological Development in Adolescence</i> - <u>Chap 6</u>	
#7- Feb. 20, 22, & 24	<i>Psychological Development in Adolescence</i> - <u>Chap 7</u> <i>Social Development in Adolescence</i> - <u>Chap 8</u>	
#8- Feb. 27, Mar. 1, & 3	<i>Gender, Gender Identity, Gender Expression, and Sexism</i> - <u>Chap 9</u>	<i>Mid-Term</i>
Mar. 6-10	SPRING BREAK! - NO CLASSES!	
#9- Mar. 13, 15, & 17	<i>Biological Aspects of Young and Middle Adulthood</i> - <u>Chap 10</u>	
#10- Mar. 20, 22, & 24	<i>Psychological Aspects of Young and Middle Adulthood</i> - <u>Chap 11</u>	
#11- Mar. 27, 29, & 31	<i>Sociological Aspects of Young and Middle Adulthood</i> - <u>Chap 12</u>	
#12- Apr. 3, 5, & 7	<i>Sexual Orientation</i> - <u>Chap 13</u>	
#13- Apr. 10, 12	<i>Biological Aspects of Later Adulthood</i> - <u>Chap 14</u>	
April 13-17	<i>No Class Easter Break!</i>	
#14- Apr. 19 & 21	<i>Psychological Aspects of Later Adulthood</i> - <u>Chap 15</u>	
#15- Apr. 24, 26,	<i>Sociological Aspects of Later Adulthood</i> - <u>Chap 16</u>	

& 28		
May 5	Final Exam from 10:30am-1pm	

ASSESSMENT AND GRADING

<u>Assignment distribution by percentage:</u> <ul style="list-style-type: none"> • Attendance/Participation - 10 • Developmental Milestones - 15 • Weekly journal article summaries - 30 • Mid-term Exam – 15 • Off-Site Experiences - 10 • Social History Paper/Presentation - 20 	<u>Grade scale:</u> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A=93-100</td> <td style="width: 50%;">C=73-76</td> </tr> <tr> <td>A-=92-90</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table>	A=93-100	C=73-76	A-=92-90	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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C+=77-79	F=0-59												

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 has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments (including assignments posted in Canvas) are to be submitted/turned in by the beginning of the class session when they are due. NO late work is accepted in this course. If you have a medical emergency, psychological crisis or death in the family, obviously I will work with you to find a way for you to make up your work. Documentation is required to do so within two days of missed work. If a serious personal event occurs that prevents you from submitting your work, talk with the professor right away. Consideration will be given only if you talk with me within a day of the due date.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

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.

COPYRIGHT POLICY

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