



# GRACE ABBOTT SCHOOL OF SOCIAL WORK

## HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II

SOWK 8080 | 3 credit hours

Spring Semester 2020

Class Meetings: Mondays, 4:00–6:00 P.M., 126 CPACS

**Instructor:** Professor C.J. Washington (Dr. Washington; *She / Her / Hers*)

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**Email:** [cjwashington@unomaha.edu](mailto:cjwashington@unomaha.edu)

*NOTE:* Students should contact the instructor via email rather than by phone. Email messages will be responded to within 24 hours, excluding weekends, holidays, and breaks.

**Office Hours:** Tuesdays, 1:00–3:00 P.M. or by appointment

*Online Office Hours:* Wednesdays, 6:30–8:00 P.M. or by appointment

**Department:** Grace Abbott School of Social Work

**Main Office:** 206 CPACS

**Dept. Phone:** 402.554.2972

### COURSE INFORMATION

#### Description

This course is the second part of a two-semester sequence within the MSW required curriculum. It focuses on major contributions of theories from the biological, social, and behavioral sciences that help to understand human functioning across the lifespan-- particularly during young, middle, and late adulthood-- within the social environment at the micro- and macro-level (e.g., individuals, families, groups, organizations, institutions, and communities), as they relate to effective social work generalist practice.

#### Rationale/Overview

The purpose of this course is to provide the student with basic knowledge of major contributions of the biological, social, and behavioral sciences to the understanding of human functioning across the lifespan, particularly during young, middle, and late adulthood. This course focuses on the reciprocal relationships between human behavior and social environments within the context of micro- and macro-level social systems (e.g., individuals, families, groups, institutions, organizations, and communities). Within a social systems framework, this course emphasizes theories of biological, psychological, sociological, cognitive, moral, and cultural development during young, middle, and late



adulthood. These lifespan development theories are applied to dimensions of human life, including culture, class, race, ethnicity, nationality, age, ability, sexual orientation, spirituality, and gender. The intent of this course is to develop students' ability to assess and intervene with social work clients, utilizing a strengths-based, person-in-environment perspective in a way that will foster their health and well-being and promote social and economic justice.

### Course Objectives/Student Learning Outcomes

1. Describe human behavior and functioning from a social systems theory perspective and its usefulness in social work practice on the micro-macro level continuum (e.g., individuals, families, groups, organizations, institutions, and communities).
2. Describe theories of lifespan development (e.g., bio-psycho-socio-cultural-spiritual) and the impact of development on human behavior during young, middle, and late adulthood.
3. Describe the impact of the micro-macro level continuum on the promotion of and obstruction to individual well-being during young, middle, and late adulthood.
4. Assess the use of lifespan models of development with diverse populations, including such factors as race/ethnicity, nationality, ability, gender, class, sexual orientation, and religion/ spiritual beliefs, particularly as they apply to young, middle, and late adulthood.
5. Identify the impact of oppression, discrimination, and economic deprivation upon populations at risk during young, middle, and late adulthood.

### REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

#### Required Text(s)

National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. Washington, D.C.: NASW Press.

Zastrow, C.H., Kirst-Ashman, K.K., & Hessneauer, S.L. (2019). *Understanding human behavior and the social environment* (11<sup>th</sup> ed.). United States: Brooks/Cole Cengage Learning.

### COURSE STRUCTURE/FORMAT

Class lectures, discussions, in-class assignments, audio-visual aids, and guest speakers will be used to present course materials.

### TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	Introduction and review syllabus	
Session 2 [date]	Lecture: Review theoretical frameworks for social work practice	Read: Ch. 1
Session 3 [date]	Lecture: Biological and psychological development in young and middle adulthood	Read: Ch. 10 and 11 Ethical response #1



Session/Date	Topic	Assignment
Session 4 [date]	Lecture: Psychological development in young and middle adulthood – mental illness	Read: Ch. 11 (cont.) Ethical response #2
Session 5 [date]	Lecture: Social development in young and middle adulthood	Read: Ch. 12 Course project outline/intent
Session 6 [date]	Lecture: Social development in young and middle adulthood - divorce View and discuss: “Split” In-class: Video worksheet	Read: Ch. 12 (cont.) Ethical response #3
Session 7 [date]	Lecture: Poverty/income insecurity	Read: Ch. 10, 11, and 12 (cont.) Course project outline/intent (revisions)
Session 8 [date]	Lecture: Sexual orientation and gender identity – sexual minorities	Read: Ch. 13
Session 9 [date]	Lecture: Gender, gender identity, gender expression, and sexism – violence against women	Read: Ch. 9
Session 10 [date]	Lecture: Late adulthood general overview of practice with older adults	Read: Ch. 14, 15, and 16 Quiz #1
Session 11 [date]	Lecture: Biological, psychological, and social development of late adulthood – Alzheimer’s disease View and discuss: “The Forgetting” In-class: Video worksheet	Read: Ch. 14, 15, and 16 (cont.) Ethical response #4
Session 12 [date]	Lecture: Caregiving	Read: Ch. 14, 15, and 16 (cont.) Ethical response #5
Session 13 [date]	Lecture: Grandparents raising grandchildren	Read: 14, 15, and 16 (cont.) Ethical response #6
Session 14 [date]	Lecture: Elder abuse, neglect, and exploitation View and discuss: “Elder Abuse Interventions” In-class: Video worksheet	Read: 14, 15, and 16 (cont.)
Session 15 [date]	Lecture: Student presentations	Course project paper Quiz #2

### IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund January 19, 2020  
 Last day to withdraw from a course (via MavLink) with a grade of “W” April 3, 2020

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.



## ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

<b>Quizzes (2)</b> Two quizzes worth 60 points and 40 points respectively.	100 points (total)
<b>Ethical Responses (6)</b> Six ethical responses worth 5 points each.	30 points (total)
<b>Course Project (1)</b> One course project worth 10 points.	10 points (total)
<b>Course Project Paper (1)</b> One course project paper worth 90 points.	90 points (total)
<b>Class Presentation (1)</b> One class presentation worth 25 points.	25 points (total)
<b>Attendance and Participation</b>	30 points (total)
	<b>285 points (total)</b>

## GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

## WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).



## **PLAGIARISM STATEMENT**

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

**Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.**

## **ACADEMIC INTEGRITY POLICY**

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

## **CLASSROOM EXPECTATIONS**

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

## **CELL PHONES, MOBILE DEVICES, AND LAPTOPS**

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. **DO NOT** take pictures or video during class.



## **TECHNOLOGY REQUIREMENTS**

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.

## **TECHNICAL SUPPORT**

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

## **ACCESSIBILITY ACCOMMODATIONS**

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu))

## **CRISS LIBRARY**

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

## **EMERGENCY PREPAREDNESS**

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

## **INCLEMENT WEATHER**

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.



## **PREFERRED NAME AND PREFERRED GENDER PRONOUNS**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

## **WRITING CENTER**

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to [unomaha.edu/writingcenter](http://unomaha.edu/writingcenter) or visit their main location in Arts and Sciences Hall (ASH) 150.

## **SPEECH CENTER**

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

## **STUDENT SAFETY**

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

## **OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)**

### **Council on Social Work Education (CSWE) Competencies**

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2015 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE's 2015 EPAS.





Course Objective/Student Learning Outcome	EPAS Competency	Assignment	Dimension*
1. Describe human behavior and functioning from a social systems theory perspective and its usefulness in social work practice on the micro-macro level continuum (e.g., individuals, families, groups, organizations, institutions, and communities).	5 and 7	Exams/quizzes, course project, and ethical responses	K
2. Describe theories of lifespan development (e.g., bio-psycho-socio-cultural-spiritual) and the impact of development on human behavior during young, middle, and late adulthood.	7	Exams/quizzes, course project, ethical responses, and classroom exercises	K
3. Describe the impact of the micro-macro level continuum on the promotion of and obstruction to individual well-being during young, middle, and late adulthood.	7 and 9	Exams/quizzes, course project, and ethical responses	K
4. Assess the use of lifespan models of development with diverse populations, including such factors as race/ethnicity, nationality, ability, gender, class, sexual orientation, and religion/ spiritual beliefs, particularly as they apply to young, middle, and late adulthood.	2 and 7	Exams/quizzes, course project, ethical responses, and classroom exercises	K, S, and CAP
5. Identify the impact of oppression, discrimination, and economic deprivation upon populations at risk during young, middle, and late adulthood.	2 and 3	Exams/quizzes, course project, ethical responses, and classroom exercises	K

\*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

## REFERENCES AND SUPPLEMENTAL MATERIALS

### Journals

*Journal of Human Behavior in the Social Environment.*

### Websites

<https://www.socialworkers.org/> National Association of Social Workers

<http://www.alz.org/> Alzheimer's Disease

<http://www.nia.nih.gov/alzheimers> Alzheimer's Disease

<http://www.caregiving.org/> Caregiving





<http://www.elderabusecenter.org/> Elder Abuse, Neglect, and Exploitation  
<http://www.preventelderabuse.org/> Elder Abuse, Neglect, and Exploitation  
<https://libraries.usc.edu/locations/gerontology-library> University of Southern California  
Gerontology Library

## References

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## Classic References

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