

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Social Work Human Behavior in the Social Environment
(Fulfills the writing flag requirement; Required Course – BSW Program)

Course Number: SW 327 Human Behavior in the Social Environment	Instructor: Arlette Vila
Unique Number: 61140	Semester: Fall 2016
Class Time: Monday & Wednesday, 11:00-12:15	Class Location: SSW 2.118
Office Hours: By appointment on Mondays & Wednesdays before class. Please contact the Instructor to arrange a time.	Office Location: UT SSW
Instructor Email: arlettevila@utexas.edu	

I. Course Description

This course explores the bio-psychosocial and cultural functioning of human beings across the life span using an ecological-systems lens and major social and developmental theories as a framework to guide the processes of assessment, intervention, and evaluation. The students will gain an understanding of what physical, mental, social, and economic justice hazards can adversely impact an individual’s growth and development during their lifetime. Emphasis will be placed on examining the ways in which the aforementioned factors interact to influence the health and development of individuals. Frameworks incorporating an eco-system/developmental perspective, including systems/ecological and psychosocial (life span development) frameworks, are used to conceptualize stages of human growth and development, with a primary focus on adolescence, early adulthood, the middle years, and the aged adult within an intergenerational family context. The impact of family, social groups, organizations, communities, and society on individuals during these stages of the life span are also discussed. This course emphasizes empirically based research reflecting a risk and resilience perspective in making client assessments and recommending appropriate interventions. This contributes to a social worker’s ability to understand and critically analyze the interactions among individuals, families, groups, organizations, and communities. Students will be able to understand how personal values are reflected in socio-cultural contexts, such as culture, race and ethnicity, gender, sexual orientation, age, class, and religion, and how they can influence human behavior. Increasing access to resources, reducing risks, and considering ethical dilemmas involved in dealing with human behavior are also considered.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and review your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

II. Course Objectives

Upon completion of this course students should be able to:

1. Demonstrate knowledge about and critically analyze relevant theories of human behavior and development comparing definitional components, philosophical underpinning, value assumptions, strengths, and limitations; **(PB 23)**
2. Analyze the reciprocal relationships of human behavior and social systems, and how this interaction influences health and well-being as well as risk and vulnerability; **(PB 24)**
3. Describe the social construction of theoretical concepts, empirical evidence, gaps in knowledge, and relevant controversies regarding theories of human behavior and development; **(PB 23)**
4. Analyze the impact of such factors as race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability on risk and resilience, identity development, and human interactions within social systems; **(PB 24)**
5. Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development; **(PB 24)**
6. Conduct a scientific review of empirical evidence and theory to address human behavior and development topics; **(PB 23)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are addressed in this course. The complete EPAS can be found in your Student Handbook.

EP 2.1.7 Apply knowledge of human behavior and the social environment.

PB 23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Objectives 1, 3, and 6.

Assignment: Literature Review paper, case analysis, Case analysis presentations, exams.

PB 24 Critique and apply knowledge to understand person and environment.

Objectives 2, 4, and 5.

Assignment: Literature Review paper, case analysis, Case analysis presentations, exams.

III. Teaching Methods

The primary methods of instruction are interactive lectures. Class instruction is designed to encourage student participation and input. Students are expected to come to all classes having carefully completed all reading assignments, to be prepared to discuss the reading material, and to be able to participate in the class activities by sharing your thoughts, views and questions.

Students are encouraged to meet individually with the instructor to review their progress in the course and to ask questions regarding the course content and the social work profession. The instructor is available to meet by appointment and is responsive to emails.

Please note that the instructor will communicate frequently about the course via Canvas announcements and/or Canvas mail.

IV. Required Text and Additional Required Readings

Hutchison, E. D. (2015). *Dimensions of human behavior: Person and environment*. (5th Ed.) Sage Publication, Inc., CA.

Additional required readings will be posted on Canvas, and/or can be accessed directly through the UT Library website. Please note that reading requirements may change throughout the course of the semester. These changes will be announced in class and via Canvas.

V. Course Requirements

Assignments

1. Exams (40 points total; 20 points each)

There will be two in-class exams. A full class session is allotted for each exam. The exams will include multiple choice, true/false, and short-answer questions. The tests will cover materials from assigned readings, lectures, and class discussions. Exam #1 will cover approximately the first half of the semester and Exam #2 will cover approximately the second half of the semester as well as may draw on material from the first half of the semester.

Exam #1: Monday, October 10

Exam #2: Monday, December 5

2. Literature Review Paper with Theory (20 points)

There will be a literature review research paper with theory on a topic of interest to the student. Students are expected to use critical thinking to complete the scholarly literature review with a theory application on a selected human development and behavior problem area related to the case selected for Group Presentation. This paper allows you to do an in-depth examination of a specific topic through reviewing what other scholars have written about the problem. Through this assignment you will demonstrate critical thinking skills and mastery of American Psychological Association (APA) writing format. Your critical thinking skills will be reflected through analyzing and synthesizing a minimum of 8 evidence-based, peer reviewed journal articles. The paper should be no more than 7-9 full double spaced pages using Times New Roman 12 point font (not including title or reference list pages), written in APA format. APA style headings and subheadings should be used throughout. At least one theory needs to be reflected in one of the 8+ journal articles (or an additional scholarly book/chapter).

Literature Review paper: Monday, October 3

3. Case Analysis Presentation (10 points)

One group will be assigned to lead the case discussion for each case. The group will present the case, their analysis on the case, and recommendations for the case. Literature review findings need to be included in the case analysis presentation. The case analysis presentation is a group effort and typically between 45-50 minutes is used by the groups.

Case Analysis Presentation Group 1: Wednesday, November 9

Case Analysis Presentation Group 2: Monday, November 14

Case Analysis Presentation Group 3: Wednesday, November 16

Case Analysis Presentation Group 4: Monday, November 21

4. Case Analysis Paper (15 points)

Students are required to complete a case analysis. The instructor will assign the Case Analysis.

Case Analysis paper: Monday, November 28

5. Attendance, Participation & Daily Assignments (15 points)

There will be a low-stakes assignment each class day (excluding exam and review days) that may include in-class group projects, reading responses and quizzes. Reading assignments are required to be completed prior to class; other daily assignments will occasionally need to be completed prior to class and turned in at the beginning of class. There is no make-up for missed in-class assignments nor will in-class assignments be accepted by email; you must be present in class to receive credit. Students are expected to attend all classes. Attendance will be taken at the beginning of each class.

VI. Grading

Course Grades

Case Analysis paper	15 points
Case Analysis presentation	10 points
Literature Review paper	20 points
Exam #1	20 points
Exam #2	20 points
Attendance, Participation & Daily Assignments	15 points
Total	100 points

Grading Scale

The grading scale for this course is as follows:

94.0 and Above	A	74.0 to 76.999	C
90.0 to 93.999	A-	70.0 to 73.999	C-
87.0 to 89.999	B+	67.0 to 69.999	D+
84.0 to 86.999	B	64.0 to 66.999	D
80.0 to 83.999	B-	60.0 to 63.999	D-
77.0 to 79.999	C+	Below 60.0	F

VII. Class Policies and Expectations

1. **Electronic devices:** The use of laptops/tablets is only allowed to take notes or to conduct assignments when directed by the instructor. The use of cell phones is not allowed in class. Unless you are currently a care-giver (i.e. parent), please turn your cell phone off and keep it stored.
2. **Class attendance:** Class attendance is required every class period for the entire class period.
3. **Class preparation:** Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. **Students must expect to be called upon during each class to discuss their understanding of the reading material.** Failure to demonstrate through discussions that one has comprehended the readings will be considered in assigning the class participation grade.
4. **General assignment requirements:** All assignments must be typed in Times New Roman 12 point font, double-spaced and have one-inch margins. Assignments that fail to do so will receive a grade reduction. References/sources used in papers must be in APA format and from evidence-based journals. If questions about the credibility of a reference arise, consult with the instructor. The instructor is available by email to answer questions about assignments. Students should submit questions or requests for clarifications at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response. Assignments are expected to be completed at the beginning of class on the stated due dates.

You can find information about APA style here: www.apastyle.org and at the Purdue Online Writing Lab (OWL at Purdue) <https://owl.english.purdue.edu/owl/>. You can get help in person at the Undergraduate Writing Center on campus: <http://www.uwc.utexas.edu/>.

5. **Assignment due dates:** Students will be penalized if an assignment is late. **Late assignments will receive a 20% grade deduction each day for two days. After more than two days, late assignments will not be accepted.** All assignments must be submitted in Canvas; therefore, it is your responsibility to ensure that there is an attachment. If you have any doubt, you can **ALSO** send the assignment to the instructor via email.
6. **Change of syllabus:** The instructor reserves the right to change the syllabus if circumstances require an adjustment of course content.

VIII. University Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at: <https://cmhc.utexas.edu/>

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that

might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>)

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health

Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VIII. Course Schedule

Please note that the instructor may make modifications to the syllabus (i.e. readings or assignments) during the semester. Any revised versions of the syllabus will be uploaded to Canvas.

	Date	Topic and Assignments	Assignments & Readings Due By Class Date
1	Wednesday, Aug 24	Review Syllabus Overview of HBSE	
2	Monday, Aug 29	Human Behavior: A Multidimensional Approach	Hutchison, Chapter 1
3	Wednesday, Aug 31	Literature Review: Searching, Surveying, and writing	
4	Monday, Sep 5	No Class	Holiday
5	Wednesday, Sep 7	Theoretical Perspectives On Human Behavior	Hutchison, Chapter 2
6	Monday, Sep 12	Developing a statement of interest and using a theory to back it up APA Format	
7	Wednesday, Sep 14	The Multiple Dimensions of Person	TBA
8	Monday, Sep 19	The Biological Person	Hutchison, Chapter 3
9	Wednesday, Sep 21	The Psychological Person: Cognition, Emotion, and Self	Hutchison, Chapter 4
10	Monday, Sep26	The Psychological Person: relationships, Stress, and Coping	Hutchison, Chapter 5

11	Wednesday, Sep 28	The Spiritual Person	Hutchison, Chapter 6
12	Monday, Oct 3	Decision Cases	Literature Review Paper Due
13	Wednesday, Oct 5	Review for Exam #1	Review Hutchison, Chapters 1-6
14	Monday, Oct 10	Exam #1	Good luck!
15	Wednesday, Oct 12	Review exam Multiple Dimensions of the Environment	TBA
16	Monday, Oct 17	The Physical Environment	Hutchison, Chapter 7
17	Wednesday, Oct 19	Culture	Hutchison, Chapter 8
18	Monday, Oct 24	Social Structure and Social Institutions: Global and National	Hutchison, Chapter 9
19	Wednesday, Oct 26	Families	Hutchison, Chapter 10
20	Monday, Oct 31	Small Groups	Hutchison, Chapter 11
21	Wednesday, Nov 2	Formal Organizations	Hutchison, Chapter 12
22	Monday, Nov 7	Communities	Hutchison, Chapter 13
23	Wednesday, Nov 9		Case Analysis Presentations
24	Monday, Nov 14		Case Analysis Presentations
25	Wednesday, Nov 16		Case Analysis Presentations
26	Monday, Nov 21		Case Analysis Presentations
27	Wednesday, Nov 23	No Class	Holiday
28	Monday, Nov 28	Social Movements	Hutchison, Chapter 14 Case Analysis Paper Due
29	Wednesday, Nov 30	Review for Exam #2	Review Hutchison, Chapters 7-14
30	Monday, Dec 5	Exam #2	Good luck!