

The University of Texas at Austin School of Social Work

Course/Unique Number: SW327/61295

Instructor: Natalie Beck, DSW, LCSW

Semester: Fall 2017

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Human Behavior and the Social Environment

I. Course Description

This course explores the biopsychosocial and cultural functioning of human beings across the life span using an ecological-systems lens and major developmental theories as a framework to guide the processes of assessment, intervention, and evaluation. Using the generalist social work lens, this course integrates content from other human behavior courses. 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. Frameworks incorporating an eco-systems/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 the 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.

A critical perspective is emphasized to understand (1) theoretical knowledge construction, 2) engagement, assessment, intervention, and evaluation practice integration and (3) theoretical relevance to explain the influence and contribution of factors related to race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability to human behavior and development.

Course prerequisites include Social Work 310, 312, and either Psychology 304 (Child Psychology) or Child Development 313 (Child Development). Social Work 325 (Foundations of Social Justice) is also required as part of this curriculum area and is taken concurrently with SW327.

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 discuss 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, the student will be able to:

1. Demonstrate knowledge about and critically analyze relevant theories of human behavior and lifespan development.
2. Analyze the reciprocal relationships of human behavior and social systems of individuals, families, groups, communities, and organizations, and how this interaction influences health and well-being as well as risk and vulnerability.
3. Analyze the impact of such factors as race, ethnicity, culture, gender, age, sexual orientation, religion, socio-economic status, and physical and mental ability on risk and resilience, identity development, and human interactions within social systems.
4. Understand the multidimensional approach and interactions between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development.
5. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies, assess data from clients and constituencies, select and implement interventions with clients and constituencies, and evaluate practice with individuals, families, and groups.
6. Conduct a scientific review of empirical evidence and theory to address human behavior and development topics.

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, the UT SSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). This HBSE course will cover:

- Competency 6.1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Competency 7.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Competency 8.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies.
- Competency 9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups.

III. Required Text

Hutchison, E. D. (2015). *Dimensions of human behavior: Person and environment* (5th ed.). Thousand Oaks, CA: Sage Publishing.

IV. Course Assignments

<u>Assignments</u>	<u>Points</u>
Case Analysis paper	20 pts
Case Analysis paper peer review	5 pts
Case Analysis group presentation	15 pts
Mid-term exam	15 pts
Film review	15 pts
Final exam	15 pts
<u>Professionalism/participation/Case Homework sheets</u>	<u>15 pts</u>
Total	100 pts

Note: Late papers will be penalized 2 overall points per day that they are late. Please contact the professor before the assignment is due if other arrangements need to be made due to an emergency.

Students are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> or (512) 471-6222 for assistance with any writing assignments.

If turned in to professor at least one week in advance of due date, the professor will provide feedback on writing.

A. Case Analysis paper:

To fulfill the EPAS competencies of 6.1, 7.2, 8.2, and 9.2 this is a common assignment for all sections of HBSE.

The assignment is for students to write a case analysis paper focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. The paper will correspond with the case the student chose to present to the class and is due the day the case is presented. A copy will be turned in to the professor and a copy given to a peer reviewer. The peer reviewer will have a week to review it, provide feedback, and return it to the author. The author will then have a week to incorporate edits and turn in the final copy to the professor. Each case analysis should be double-spaced, 12 point Times New Roman font, 6-8 pages in length (excluding title and reference pages), and must adhere to the APA publication guidelines.

The paper will have several parts:

Competency 6/Part 1 and 2:

6.1) Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

PART ONE Introduction and relevant background information: In the introduction be sure to clearly indicate who you are identifying as the targeted client system, which can be an individual, family, group, organization, or community, and why you chose that system as the client. The introductory background information is to include detailed relevant facts related only to the targeted client system you chose. This is grounded in the

case information presented about the client system you chose to focus on in the case and not based on unwritten assumptions, stereotypes, or biased opinions. This information should help explain the behavior of the client system in its social environment.

PART TWO Engagement of the Client in the Case: Use a strengths-based and empowerment theoretical framework to engage the client. It is important to engage the client and develop a relationship so the client will be willing to seek and receive help. Be sure to describe the engagement strategies such as empathy, reflection and interpersonal skills used with the targeted client system in the case. Remember the targeted client system can be an individual, family, group, organization, or community.

Competency 7/Part 3:

7.2) Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

PART THREE Assessment of the Case: In reviewing the case, collect and organize the information data from the case study and describe a single problem that the targeted client system is facing in the case. Demonstrate critical thinking skills in analyzing the assessment of the case. Choose one theoretical framework that guided the assessment of the problem of the targeted client system. Use at least 3 references/citations of evidence-based, peer-reviewed literature (journal articles) to offer support documentation about the assessments of the problem described. All have to be referred journal articles published later than the year 2000.

Competency 8/Part 4:

8.2) Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies

PART FOUR Intervention Strategies: Develop intervention goals and select appropriate intervention strategies. Describe how the intervention strategies will be implemented. Be sure to use a theoretical framework to guide the intervention selection and implementation. Use at least 3 references of referred journal articles supporting the intervention chosen to address the problem identified and clearly stated in the assessment section of the case.

Competency 9/Part 5:

9.2) Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups

PART FIVE Evaluation of Practice: Select and use appropriate methods to evaluate the interventions selected. Write up how you would know if the intervention you chose is effectively dealing with the problem. In other words, tell how you would know if the intervention is working to address the selected problem. Be sure to use a theoretical framework to guide the evaluation of the intervention selected and implemented.

Writing style, clarity, spelling, grammar, references in APA, length, etc. will also be examined in the case analysis paper. A grading rubric is available on Canvas.

B. Case Analysis paper peer review

The peer reviewer will return the Case Analysis paper with edits/suggestions to the author within one week of receiving it. Authors will then have one week to incorporate feedback and turn in the final paper to the instructor. In addition to completing the rubric, please write comments on the paper in the margins or body of the paper about why each rating was given. Note things that you think are done well and things you think could be improved. Comment on aspects of the paper that need more attention or that are particularly clear. Comment on the quality and forms of supporting evidence. Indicate any ideas that this paper gave you for improving your own paper or writing. The rubric is available on Canvas.

Although it is appropriate to indicate that something is good, it is much more useful if why it is good is indicated specifically. Remember the goal is to help a classmate revise their paper so that they have produced the best paper possible. Additionally, this is a great opportunity to learn from classmates' work and to improve personal writing styles.

C. Case Analysis group presentation

Students will sign up for one case analyses presentation in groups of 3-4, first come first serve. The purpose of presenting a case analysis is to gain experience presenting a case and engaging and describing opinions to peers. The presentation will mirror a case meeting that many social workers have in their practice settings. Thus, the entire class will be contributing to the discussion. Presentations will last for approximately 30-45 minutes. The group will address all the components included in the case analysis paper, including the introduction to the case, strengths-based engagement strategies, assessment with theoretical framework, and suggested interventions for the case grounded in theoretical frameworks. The group will lead a mock team meeting where they will guide their classmates in contributing to further analysis of the case. Presenters will lead the discussion and class members will actively ask questions throughout the presentation and provide feedback to the presentation in terms of implications of the findings of the group. Creativity is highly encouraged for presentations. Each member of the group will be given a collective group grade. However, the professor reserves the right to give individual grades for group work if one or more group members are not meeting their commitments. Students are encouraged to communicate with the professor if this is the case. A grading rubric is available on Canvas.

D. Midterm and Final exams

There will be mid-term and final exams covering the readings and class lectures. If videos and guest lecturers are part of the class, these may also be covered on exams. Exams are not cumulative. Students who miss an exam will be allowed to take an oral make-up exam to discourage missing exams. Timing for make-up exams are subject to student-instructor discussion.

E. Film review

Each student is expected to write a 4-6 page double spaced paper in 12 point Times New Roman font in review of the film which will be viewed in class. The paper will begin with a

brief summary of important aspects of the film. The majority of the paper’s content will include an analysis of the biological, psychological, social, and spiritual functioning of the film’s main character and his social system by applying theories learned in class/from the textbook to the video content. The paper will conclude with personal lessons learned from the film. Writing style, clarity, spelling, grammar, length, etc. will also be evaluated. A grading rubric is available on Canvas.

F. Professionalism/participation

Professional behavior and mutual respect are the baseline of social work practice. The instructor will model expected behavior and will refrain from inappropriate activities such as missing or being late to class, coming to class unprepared, using computers or cell phones during class activities, and leaving class early. Students’ professionalism points for the course may be maintained by refraining from these activities as well. As partners in learning, both professor and students have responsibilities for every class period. The instructor has prepared an interactive and engaging set of activities for which reading and pre-class preparation by students is critical. Attendance and participation for the full class is expected for all students. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students’ professional learning and continued development of self-awareness. This form of learning cannot be “made up” once missed. Consequently 2 points will be deducted for any missed classes from overall participation points. Students are to notify the professor prior to class by email if they cannot attend class due to an illness or emergency.

Case Homework sheets

Homework sheets will be completed by all students for each case study, except those who are leading the group presentation for that case. The purpose is to encourage independent thinking about case analysis and engagement in presentation discussion. Homework sheets are due by the beginning of assigned class period and are available on Canvas.

V. Grading Scale

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

VI. Course Schedule

The instructor reserves the right to modify course content as needed

Class #	Topic	Dates	Readings Due	Assignments Due
1	Welcome/Introduction	W 8/30		
	No class – Labor Day	M 9/4		

Class #	Topic	Dates	Readings Due	Assignments Due
2	A Multidimensional Approach	W 9/6	Hutchison Ch. 1	Preferences for Case Analyses
3	Theoretical Perspectives on Human Behavior	M 9/11	Hutchison Ch. 2	
4	The Biological Person	W 9/13	Hutchison Ch. 3	
5	The Psychological Person	M 9/18	Hutchison Ch. 4	Ch. 4 Case Homework sheet
6	The Psychological Person/ Group presentation 1 – Ch. 4 Case Study	W 9/20		Group 1 paper to instructor & peer reviewer
7	The Psychosocial Person	M 9/25	Hutchison Ch. 5	Ch. 5 Case Homework sheet
8	The Psychosocial Person/ Group presentation 2 – Ch. 5 Case Study	W 9/27		Group 1 peer review back to author/ Group 2 paper to instructor & peer review
9	The Spiritual Person	M 10/2	Hutchison Ch. 6	
10	Film Part 1	W 10/4		Group 1 final paper to instructor/ Group 2 peer review back to author
11	Film Part 2	M 10/9		
12	Midterm Review/ Midterm Course Evaluation	W 10/11		Group 2 final paper to instructor
13	Midterm Exam Chs. 1-6	M 10/16		
14	The Physical Environment	W 10/18	Hutchison Ch. 7	
15	Culture	M 10/23	Hutchison Ch. 8	Ch. 8 Case Homework sheet
16	Culture/ Group presentation 3 – Ch. 8 Case Study	W 10/25		Group 3 paper to instructor & peer reviewer
17	Social Structure and Institutions	M 10/30	Hutchison Ch. 9	Film Review/ Ch. 9 Case Homework sheet
18	Social Structure and Institutions/ Group presentation 4 – Ch. 9 Case Study	W 11/1		Group 3 peer review back to author/ Group 4 paper to instructor & peer reviewer
19	Families	M 11/6	Hutchison Ch. 10	Ch. 10 Case Homework sheet

Class #	Topic	Dates	Readings Due	Assignments Due
20	Families/ Group presentation 5 – Ch. 10 Case Study	W 11/8		Group 3 final paper to instructor/ Group 4 peer review back to author/ Group 5 paper to instructor & peer reviewer
21	Small Groups	M 11/13	Hutchison Ch. 11	Ch. 11 Case Homework sheet
22	Small Groups/ Group presentation 6 – Ch. 11 Case Study	W 11/15		Group 4 final paper to instructor/ Group 5 peer review back to author/ Group 6 paper to instructor & peer reviewer
	No class – Thanksgiving break	M 11/20 & W 11/22		
23	Formal Organizations	M 11/27	Hutchison Ch. 12	Group 5 final paper to instructor/ Group 6 peer review back to author
24	Final Exam Review/ Course Evaluation	W 11/29		
25	Final Exam Chs. 7-12	M 12/4		Group 6 final paper to instructor

VII. 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](tel: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](tel: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.