The University of Texas
Steve Hicks School of Social Work

Course Number:	SW 327 URB 328S	Instructor:	Diane Rhodes
Unique Number:	60085 36530	Email:	Diane.Rhodes@Austin.UTexas.edu
Semester:	Spring 2024	Office:	zoom
Meeting Time/Place:	M/W 11:00am-12:30pm	Office Phone:	Email please
	Zoom	Office Hours:	By appointment

Human Behavior and The Social Environment

I.   Course Description

This course explores the biopsychosocial-spiritual and cultural functioning of human beings within the context of their environment across the life span using major theories of change as a framework to guide social work practice with individuals, families, groups, organizations, and communities. Students will critically examine the basic principles of several theories of change prior to making selections appropriate for engagement, assessment, intervention, and evaluation in work with clients/client systems. Students also will apply an understanding of socially constructed concepts incorporating a person-in-environment perspective including racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status. Socially and equitable engagement in services to individuals, families, and communities drives the teaching approach and educational foundation of this course.

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.

Prerequisites: For social work majors, admission to the practice sequence; for others, upper division standing.

II.   Course Objectives

By the end of the course, you will be able to:
o   Use evidence-based, culturally grounded theoretical perspectives, including theories and perspectives developed by Black, indigenous and other scholars of color, to describe neurobiological, social, cultural, psychological, and spiritual development within the context of the broader environment over the human lifecycle.
o   Apply socially constructed concepts relating to social identity including racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status and other factors contributing to human development within social environments.
o   Analyze basic principles and critiques of various social change theories, perspectives, and practices, focusing on engagement, assessment of needs, intervention, and evaluation with individuals, families, groups, organizations and communities, including but not limited to,

perspectives of ecological systems theory, strengths-based perspective, critical race theory, social construction theories, racial identity theory, queer-crit theory, lat-crit theory, dis-crit theory, theories with anti- racism and anti-oppressive focus, psychosocial development, psychodynamic theories, social learning theories, cognitive theories, narrative theories, perspectives on adverse childhood experiences (ACEs) and transtheoretical model of change.
- o Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive systems and suggest strategies for change.
- o Apply theories of social change to life situations in an effectively written analysis of an assigned case with consideration of social work values, the impact of social institutions on clients/client systems, and equitable social work practice.
- o Explain the importance of centering clients/communities as experts in their lived experiences.
- o Engage in intentional practices of exploring personal biases and assumptions relating to the intersectionality of identities and celebrate the progress made in this life-long process.

III.   EPAS Competencies

The Steve Hicks 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 SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Educational Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:
- o Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- o Outcome 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.
- o Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- o Outcome 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.
- o Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- o Outcome 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.
- o Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- o Outcome 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.

IV.   Teaching Methods

This class is a web-based course that you will attend via zoom. Class involves a range of activities to foster a stimulating, creative, collaborative and interactive learning community. Teaching methods include experiential learning and exercises, pre-posted lectures, asynchronous online activities, class discussion, videos, guest speakers, role plays and assigned learning activities in the community. For a meaningful experience in this class, you are expected to actively participate, engage your critical thinking skills and attend class regularly. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

Use of Zoom: The zoom link for class is located on Canvas, in the Zoom tab.

Use of Canvas: The professor uses Canvas, the University's learning management system.

To reach our class site on Canvas, please go to http://courses.utexas.edu or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. You will need a UT EID and password. The Help Desk available through the UT home page (www.utexas.edu/its/help) can assist you with your computer and Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

V. Required Text and Materials

Tyler, Susan, Human Behavior and the Social Environment 1
https://uark.pressbooks.pub/hbse1/

Purdue University, Purdue Owl, Online Writing Lab
APA Style 7th edition

Additional reading, cases, and video links will be assigned and available to you electronically via Canvas.

(You are not required to purchase anything for this course)

VI. Course Requirements

Weekly Reading Reflection Papers (10 of 13) 50pts (5 each)
Each week you will be required to read selections from the textbook. You will choose a concept from the reading, clearly define or describe it, and then indicate how it applies to you or to someone you know. Provide enough details to justify or convince that this concept does indeed apply as you suggest. Your reflection must be >250 words, cited, correctly punctuated, and well written (see the rubric on Canvas).

Draft Case Analysis Paper 15pts
Case Analysis Paper 30pts
You are required to complete a written case analysis focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. This is a common assignment for students in all sections of HBSE to assess how well they master competencies 6.1, 7.2, 8.2, and 9.2 of the Council on Social Work Education's Education Policy and Accreditation Process (EPAS). Results are used to evaluate the School's curriculum as part of its process to maintain CSWE accreditation.

CASE ANALYSIS PAPER (8-10 pages excluding title and reference pages); installment I due 10/26 and counts 15 points toward your final grade; final analysis incorporating installment I and remaining assignment requirements due 12/3 and counts 30 points toward your final grade

VII. Grades
94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+

84.0 to 86.999   B
80.0 to 83.999   B-
77.0 to 79.999   C+
74.0 to 76.999   C
70.0 to 73.999   C-
67.0 to 69.999   D+
64.0 to 66.999   D
60.0 to 63.999   D-
Below 60.0   F

VIII. Class Policies

This is a web based, synchronous online course. Please sign into class on time, and if at all possible attend class with your camera on.

Guide for work turned in:

Your work must be clear. Using format and composition, ensure your work is understandable to readers. It also needs evidence of your original thoughts, including elements of critical thinking:
Reflection
Analysis
Acquisition of information
Creativity
Structuring arguments
Decision making
Commitment
Debate

You must give credit to outside sources for any materials used in your assignments. Social work uses APA formatting to do this. If you are unfamiliar, or use another system, notify the instructor.

Note: social work majors need a final grade of a 'C'- or above to progress to following courses in the major

IX. University Policies

Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
						Below 60.0	F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/. Furthermore, students are expected to abide by the Standards for Social Work Education (available at https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of

the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at https://community.utexas.edu/care/. The University does not maintain a list of religious holy days.

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.

Policy on Academic Integrity. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

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.

University Electronic Mail Student Notification. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy.

Steve Hicks School of Social Work Policies

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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.

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.

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 and Mental Health 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: https://community.utexas.edu/disability/. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

Behavior Concerns and Covid-19 Advice Line (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 https://safety.utexas.edu/behavior-concerns-advice-line. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

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 on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the Title IX pregnancy and parenting resource page for more information or contact the Title IX Support and Resources team connect with a Case Manager.

Campus Carry Policy. The University's policy on campus carry may be found here: https://campuscarry.utexas.edu.

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.

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.

X. Course Schedule

Weeks	Dates	Topic	Reading/ Watching Due	Assignments Due
Week 1	Wednesday 1/17	Welcome Syllabus Introductions Course overview Establishment of guidelines for class discussion Overview of HBSE		Name Pronunciation recording
Week 2	Monday 1/22	Module 1 A multidimensional approach to human behavior and social work practice Writing from a social work perspective Using sources	Tyler: Chapter 1: How We Use Our Expectations	Reading Reflection Quiz
	Wednesday 1/24	Application: Integrating theory, research, and practice; strengths and ecosystems perspectives		
Week 3	Monday 1/29	Module 2 Theoretical perspectives on human behavior and the social environment: conflict, social constructionist, Vygotsky, Cultural implications for understanding human behavior	Tyler: Chapter 2: Lifespan Theories Canvas: Hepworth et al., Overview of helping process, pp. 35-45	Reading Reflection Quiz
	Wednesday 1/31	Application: Conflict, social constructionist, and Vygotsky/social cultural theory		
Week 4	Monday 2/5	Module 3 Social justice, structure, and institutions Group structure/dynamics Formal organizations Communities Theories of social inequality: Critical race, feminist	Tyler: Chapter 3: Theoretical Perspectives Canvas: Kam, From the strengths perspective to an empowerment–participation–strengths model in Social Work Practice	Reading Reflection Quiz

	Wednesday 2/7	Application: Using critical race and feminist perspectives to understand structural and institutional disparities		
Week 5	Monday 2/12	Module 4 Cultural and physical environmental factors that shape development Race/ ethnicity, gender, gender identity, class, religion/spirituality, ability, sexual orientation Ecojustice and environmental racism	Tyler: Chapter 4: The Elements of Culture Canvas: Bowleg, The problem with the phrase "women and minorities": Intersectionality	Reading Reflection Quiz
	Wednesday 2/14	Application: Intersectionality of identities/intersectionality theory environmental racism		
Week 6	Monday 2/19	Module 5 Understanding family systems and dynamics Family constellations Family stress and coping and family resiliency perspectives	Tyler: Chapter 5: Social Categorization & Stereotyping	Reading Reflection Quiz
	Wednesday 2/21	Application: Theoretical frameworks when assessing and working with families		
Week 7	Monday 2/26	Module 6 Biopsychological dimensions Brain-based implications Adverse Childhood Experiences Impact of trauma on the brain and human behavior	Chapter 6: In-group Favoritism & Prejudice Canvas: Perry & Winfrey, What happened to you? Bernard, Calhoun, Banks, Halliday, Hughes-Halbert & Danielson, Making the "C-ACE" for a Culturally-Informed Adverse Childhood Experiences Framework to Understand the Pervasive Mental Health Impact of	Reading Reflection Quiz

			Racism on Black Youth	
	Wednesday 2/28	Application of ACE and trauma-informed perspectives		
Week 8	Monday 3/4	Module 7 The psychological person Cognitive and emotional theories Religion and spirituality	Tyler: II. The Biopsychosocial Dimension	Reading Reflection Quiz
	Wednesday 3/6	Application of cognitive and emotional theories		
Spring Break. No Class. 3/11 – 3/16				
Week 9	Monday 3/18	Module 8 The life course perspective Psychosocial/ developmental frameworks Reproductive justice Conception and pregnancy	Tyler: Chapter 9: Heredity, Prenatal Development, & Birth	Reading Reflection Quiz
	Wednesday 3/20	Applications: The life course and psychosocial perspectives Reproductive justice, conception, pregnancy, and prenatal development		
Week 10	Monday 3/25	Module 9 Development in infancy, toddlerhood, early childhood Infant temperament Attachment/implications for child and adult development	Tyler: Chapter 12: Psychosocial Development in Infancy & Toddlerhood Canvas: Saleem, Anderson & Williams, M., Addressing the "myth" of racial trauma: Developmental and ecological considerations for youth of color	Reading Reflection Quiz
	Wednesday 3/27	Application: Attachment theory Importance of play		Draft of case analysis

Week 11	Monday 4/1	Module 10 Development in middle childhood Family, peers, school Child maltreatment Social learning, resiliency perspectives	Tyler: Chapter 18: Psychosocial Development in Middle Childhood Canvas: DiAquoi, Critical race life course perspective theory: a framework for understanding racism over the life course	Reading Reflection Quiz
	Wednesday 4/3	Application of intersectionality, CRT, social learning, and resiliency perspectives to understanding rejection and bullying		
Week 12	Monday 4/8	Module 11 Adolescence Peers Identity development Moral choices	Tyler: Chapter 21: Psychosocial Development in Adolescence Canvas: Rolón-Dow & Davison, Theorizing racial microaffirmations: a Critical Race/LatCrit approach	Reading Reflection Quiz
	Wednesday 4/10	Application: Identity development		
Week 13	Monday 4/15	Module 12 Development in young and middle adulthood Intimacy Education, work and family Myth of midlife crisis	Tyler: Chapter 24: Psychosocial Development in Early Adulthood Canvas: Ramey, Black joy is for Black Queer Youth, too	Reading Reflection Quiz
	Wednesday 4/17	Application - Development in young and middle adulthood Social constructionist		
Week 14	Monday 4/22	Module 13 Development in late adulthood	Tyler: Chapter 30: Psychosocial	Reading Reflection Quiz

		Retirement and income Health disparities Loss and grief and implications for human behavior	Development in Late Adulthood Canvas: Cardoza,& Schneider, The importance of mourning losses (even when they seem small)	
	Wednesday 4/24	Application: Loss and grief Our changing world: Implications for social work Closure		Case Analysis Paper
Week 15	Monday 4/29	Our changing world: Implications for social work		

XI. Bibliography (Not intended to replace your own literature searches)

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Doley, R., Bell, R., Watt, B., & Simpson, H. (2015). Grandparents raising grandchildren: Investigating factors associated with distress among custodial grandparent. Journal of Family Studies,21(2), 101-119.

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