

## Syllabus

### Instructor Contact

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### Course Information

<b>Course number and title</b>	SOW5105 – Human Behavior in the Social Environment I
<b>Credit Hours</b>	3
<b>Semester Offered</b>	Fall 2011
<b>Location</b>	UCF Daytona Beach Campus and On-line

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### Course Description

This course is one of two courses in the Human Behavior and the Social Environment curriculum area required for graduate social work students. The major focus of SOW 5105 is to provide an understanding of the systems perspective within preventive, developmental, supportive, and residual approaches to social work practice. This course provides students with the theoretical frameworks used by social work practitioners to understand an individual's behavior in interaction with the social environment and the forces which shape that behavior.

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## Course Learning Objectives

At the end of the semester students should be able to do the following:

1. Discuss the unique perspective that social work has in viewing the relationship between the individual and environment in comparison to other helping professions.
  2. Describe biological, psychological, social, and cultural determinants during the developmental stages of childhood, adolescence, early, middle, and older adulthood, within the context of a broader environment.
  3. Demonstrate familiarity with the ways that ethnicity, culture, gender, sexual orientation, class, disability, and other forms of diversity contribute to human development, resiliency, social stress, and economic social injustice, and their implications for social work practice.
  4. Discuss relevant research and identify and conceptualize additional research needs relating to human behavior and the social environment.
  5. Apply information and theories related to human behavior and the social environment to life situations in a manner consistent with social work values, in particular with empowerment, shared responsibility, and social justice.
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## Teaching-Learning Methods

This is an M or hybrid course, meaning that it meets both face-to-face (F2F) and on-line via the web. The F2F portion of the course will include lecture, discussion, and group exercises. The web-based portion of the course includes exercises and assignments that require the student to integrate and apply content within the course text, electronic journal articles and material from assigned web sites.

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## Required Text and Materials

- Zastrow, C., & Kirst-Ashman, K.K. (2010). *Understanding Human Behavior and the Social Environment, 8<sup>th</sup> Ed.* Belmont, CA: Thomson Brooks/Cole.

Full-text electronic articles, web material, and webcast videos correspond to all web class modules and are listed in the Course Schedule. The articles can be accessed through the electronic databases of the UCF library online. The website content and webcast videos can be accessed through hyperlinks in the corresponding web modules, unless otherwise designated by the instructor.

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## Course Requirements

### Assignments and Evaluation

1. **Self-Assessment Paper** (10 points). Students will write a 7-8 page assessment of their own psychosocial development, using theories presented in the course as explanatory guides. An outline for this assignment will be provided and discussed in class. Refer to the course schedule for the due date of this assignment.
2. **Special Population Group Presentation** (10 points). Students will research a client population of primary concern to social work from a list designated by the instructor. Research material about the population will be included in the paper. An outline for

this assignment is provided. The student will produce a 10-12 page paper following APA writing guidelines, to be submitted to the instructor in hard copy by the deadline designated in the course schedule.

3. **Web Postings** (60 points total; 10 points for each of the 06 graded postings; the posting required will yield 8 points. To obtain the remaining 2 points for the module, students must reply, **100-word minimum**, to the postings of 2 other students). After reading each module, each student will complete a posting **via the Discussion Link** for which up to 10 points can be earned. Students must have their posting completed by 11:59 P.M., Tuesday of the week the Module is assigned. Be sure to read all sections of the module before preparing the posting.
4. Midterm Exam (10 points)
5. Final exam (10 points)

### **Assignment Deadlines and Penalties**

Students are responsible for meeting deadlines for submitting assignments. Points will be reduced by 20% for every day that an assignment is late.

### **How to Access the Online Course Information**

1. Go to <http://my.ucf.edu>
2. Enter your PID and Password
3. Click on the Online Course Tools tab
4. Click on [SOW5105 - 0M80 Fall 2011](#)

From there you will be able to access information and assigned projects.

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### **Grading**

The table below shows points to be earned in order to receive the corresponding grades.

<b>Letter Grade</b>	<b>Points</b>
A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points

F	59 or below
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## Course Schedule

**[All postings due no later than 11:59 P.M. Tuesday of the same week of its module, with the exception of Module 1]**

Date	Course Modules
Aug. 22	<b>[F2F]</b> Session 1: Intro to HBSE Introductions Using the Course Syllabus, Protocols Course requirements, learning objectives, and assignments
Aug. 29	[Web-based] Session 2: Theoretical Perspectives <b>(Posting for Module 1 required 8/30)</b> Understanding how systems function and ways that they affect people is vital to the social worker's ability to assess problematic situations and determine plans of change.
Sept. 19	<b>[F2F]</b> Session 3: Biological and Psychological Development in Infancy and Childhood
Sept. 26	[Web-based] Session 4: Social Development in Infancy and Childhood <b>(Posting for Module 2 required 9/27)</b>
Oct. 3	<b>Self-assessment paper due (submit paper via the Assignment Link)</b>
Oct. 3	<b>[F2F]</b> Session 5: Ethnocentrism and Racism Discussion on populations at-risk, focusing on the four issues of poverty, homelessness, immigrants and refugees, and AIDS Gender, Gender Identity, Gender Expression, and Sexism Sexual Orientation
Oct. 10	[Web-based] Session 6: Ethnocentrism and Racism <b>(Posting for Module 3 required 10/11)</b>
Oct. 17	<b>[F2F]</b> Session 7: Biological & Psychological Development in Adolescence

	<b><u>Midterm Exam</u></b>
Oct. 24	[Web-based] Session 8: Development in Adolescence ( <b>Posting for Module 4 required 10/25</b> )
Oct. 31	<b>[F2F] Session 9: Sociological Aspects of Young and Middle Adulthood Special Populations Group Presentations</b>
Nov. 7	[Web-based] Session 10: Biological & Psychological Aspects of Young and Middle Adulthood ( <b>Posting for Module 5 required 11/8</b> )
Nov. 14	<b>[F2F] Session 11: Biological and Psychological Aspects of Later Adulthood</b>
Nov. 14	<b>Special Populations Group Presentations</b>
Nov. 21	[Web-based] Session 12: Sociological Aspects of Later Adulthood ( <b>Posting for Module 6 required 11/22</b> )
Nov. 28	<b>[F2F] Final Exam</b>

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## LIBRARY RESOURCES

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by

phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

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## **POLICIES**

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

### **Modification of Syllabus**

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

### **Written Assignments**

Effective written communication skills are essential to professional social work practice; accordingly, students are expected to present their ideas clearly and to adhere to accepted standards of writing. Grammar, punctuation, and spelling are to be correct in all written materials submitted for review and these factors will be considered in the evaluation process. All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned un-graded or may receive a failing grade. When required as part of the assignment, references should be formatted in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments.

The assignments will emphasize the integration of verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded upon the following criteria.

1. Correct use of grammar, spelling, punctuation, sentence and paragraph structure

2. Appropriate use of APA writing style
3. Adequate number of references cited (when required)
4. Organization and clarity of ideas presented
5. Ability to integrate theory and practice appropriately
6. Ability to use analytical skills
7. Creative ways of responding to the instructions beyond the requirements

### **Late Assignments**

Hard copy assignments are due at the beginning of the class session on the due date. All web-based assignments must be emailed directly through the class web based email. Do not send any class correspondence to my office email. Late assignments will lose a full letter grade for each day that they are late unless the student gained prior approval from the instructor. No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

### **Incomplete Grades**

In exceptional circumstances, an incomplete grade may be given per School of Social Work and Graduate College policies. Individual arrangements must be made with the instructor for the completion of the course requirements but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

### **Academic Integrity/Plagiarism**

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, including not acknowledging sources of information appropriately and in accordance with APA guidelines, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also, adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed

without just cause or to bend or break rules for one person that will not apply to everyone.

### **Turnitin.com**

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

### **Disability Access Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

### **THE UCF CREED**

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.