



University of Central Florida
School of Social Work

Social Work 5105.0003 – Human Services and the Social Environment I: Individuals

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Semester: Fall 2011
Class Day: Wednesday
Class Hours: 6:30-9:20PM
Class Location: COMM 115

COURSE DESCRIPTION

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

COURSE OBJECTIVES

By the end of the term, students should be able to:

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.

LEARNING METHODS:

1. Lecture and in-class presentations/discussions.
2. Guest speaker(s)—optional.
3. Video/DVD presentations: Embryonic development, behavioral patterns, human growth and development.

REQUIRED COURSE TEXTS:

1. Zastrow, C., & Kirst-Ashman, K. K. (2010). *Understanding human behavior and the social environment* (8th ed.). Belmont, CA: Thomson Brooks/Cole.
2. American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. *

***Note:** If this is your first APA Manual purchase, please *ensure* you buy the 2nd printing, not the 1st. The First Printing (July 2009) is fraught with errors. If you purchase that print edition, you'll need download a corrections document (PDF) from the APA website (www.apa.org). Ensure you purchase the 2nd printing (October 2009), the corrected copy.

SUPPLEMENTAL READINGS

Throughout the syllabus there are articles either from books or journals that have been identified to supplement the textbook readings. It is the student's responsibility to access these article independently. For assistance, the UCF Library resources are available (full-text articles from the Library may be available online). Please contact the library for assistance, if needed (see **Library Resources**, below).

TEACHING METHODS

This course will incorporate a variety of teaching methods, such as lecture, class discussion, videos and Power Point presentations, classroom exercises, student presentations, and guest speakers. Case examples will be used to exemplify and work with theories and developmental stages as they are studied in the class. Please note that limited classroom time does not allow for discussing all assigned readings in class. However, it is understood that students are responsible for *all assigned reading* and for raising questions in class about content that is confusing or ambiguous.

Students are expected to be actively involved in the classroom process, which includes having read assigned material and being prepared to discuss content and participate in classroom learning activities. Students are also expected to demonstrate mastery of course content through written assignments and examinations.

LIBRARY RESOURCES

Students will be expected to utilize UCF library resources to search library databases for required readings. The UCF Libraries has a full array of paper and electronic resources available for students and their research needs. 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/ResearchTutorial/>
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/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendelsohn

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 a 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 should complete an on-line Research Consultation request available at <http://library.ucf.edu/Reference/ResearchConsultations/Default.asp>. This method is the preferred one, as it captures full information about student needs; or, contact the Research Office at (407) 823-3379. Students may also contact the Ask-a-Librarian Service via the link above, or call the Ask-a-Librarian Desk at (407) 823-5880. Finally, students may choose 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.

ASSIGNMENTS AND POINTS

EVALUATION OF LEARNING AND GRADING: Achievement of objectives will be measured as follows:

1. There will be **four** quizzes, each valued at **10** points for a total of **40** points of the semester grade.
 - **Quiz 1, Class Session 4**, on Infancy and Childhood/Ethnocentrism.
 - **Quiz 2, Class Session 8**, on Adolescence and Gender Role and Sexism.
 - **Quiz 3, Class Session 10**, on Young and Middle Adulthood.
 - **Quiz 4, Class Session 13**, on Later Adulthood.
2. **Case Assessment Assignment*** (**20** points of semester grade): Students will assess a fictional character from a movie as assigned by the Instructor using theoretical frameworks discussed in class. The Instructor will provide detailed instructions for this assignment during class on **September 28**. The assignment is due at beginning of class on **November 2**.
3. **Case Study Assignment*** (**20** points of semester grade): Students will assess an adult using the theoretical frameworks discussed in class. Instructor will provide detailed guidelines for this assignment by **October 20**. The assignment is due at the beginning of class on **November 23**.
4. **Final Exam** (**20** points of semester grade): The final exam will include content from the entire course. It will be comprised of **two essay questions*** (5 points each; total of 10 points) that students will complete outside of class and submit by the date and time of the final exam, plus 20 M/C, T/F, and/or short-answer questions (1/2 point each) that will be completed during the final exam session during Finals Week.

The final course grade will be based on the total number of points accumulated by the student on assignments and attendance. The grading scale is as follows:

ASSIGNMENTS AND POINTS

Grading: Students' grades will be determined by their achievement on the following assignments:

| | |
|---|-------------|
| Exams (1-4) | 40% |
| Case Assessment Assignment | 20% |
| Case Study Assignment | 20% |
| Final Exam | 20% |
| | 100% |

Tentative Due Dates for Course Assignments:

1. **Exams 1-4 – Weeks 4, 7, 10, 13**..... Sept. 14, Oct. 12, Oct. 26, Nov 16
2. **Case Assessment – Week 11**..... Nov. 2
3. **Case Study Assignment – Week 14**..... Nov. 23
4. **Final Exam Week, Week 16**..... Dec. 7

Grading Scale

Letter Grade = Numeric Average (Grade Points Awarded)

| | | |
|--------------------|-------------------|-----------------------|
| A = 95-100 (4.0) | B- = 80-83 (2.75) | D+ = 67-69 (1.25) |
| A- = 90- 94 (3.75) | C+ = 77-79 (2.25) | D = 64-66 (1.00) |
| B+ = 87-89 (3.25) | C = 74-76 (2.00) | D- = 60-63 (0.75) |
| B = 84-86 (3.00) | C- = 70-73 (1.75) | F = 59 or less (0.00) |

COURSE 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*.

NOTE: All policies included in these handbooks apply to this class.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions. There will be no texting during class periods.
- Permission to audiotape a class meeting(s) must be obtained from the Instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the Instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The Instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

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.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make-up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss three (3) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the Instructor.

Attendance During Finals Week

It is University policy that all classes MUST meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing.

Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments. 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 ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

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

1. Appropriate use of APA writing style.
2. Adequate number of references cited (if/as requested and/or required).
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the basic requirements.

Late Assignments

All assignments must be turned in to the Instructor at the beginning of the class period or delivered to the Instructor's mailbox *before of by class start on the due date. It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member if the assignment is then placed the assignment in the Instructor's mailbox.* Turnitin assignments will not be accepted after the due date. No assignments will be accepted by fax or email unless the Instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week 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 and University 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 that 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>

Please see instructions for students on the Turnitin website:

http://www.turnitin.com/s_home.asp?login=1&svr=16&lang=en_us&r=32.0655859983141

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.

Important Academic Dates: (See dates on UCF website)

2010 Holidays

Labor Day.....Sept. 6 (M)

Veteran's Day.....Nov. 11 (Fr)

Thanksgiving.....Nov. 24 - 26 (TH – SA)

COURSE OUTLINE AND SCHEDULE

Introduction: Bio-Psycho-Social Systems and Social Work with Individuals

Week 1: August 24

1. Class/Instructor introductions
2. Review syllabus, readings, and assignments

Unit 1: Biological, Psychological, and Social Development in Infancy and Childhood: Ethnocentrism and Racism

Weeks 2–4: August 31, September 7, 14

First quiz on Class Session #4, September 14 (first half of class)

1. Bio-psycho-social systems perspective of human development; micro, mezzo, and macro systems.
2. Systems and ecological theories, and empowerment in social work.
3. Theoretical frameworks introduction
4. Human development in infancy and childhood
5. Bonding after birth: Attachment as a central issue in early life
6. Early brain and sensory development, motor skills
7. Emotional development
8. Psychodynamic theory and ego psychology
9. Psychoanalytic theory and social work
10. Periods of development and Piaget's theory
11. Emotional development
12. Cognitive, physical and learning disabilities
13. Behavioral theory & behaviorism
14. Impact of life events and use of reinforcement
15. Family and siblings
16. Ethnocentrism, racism, stereotyping, discrimination, oppression, and cultural diversity

Required Readings:

1. Zastrow & Kirst-Ashman, Chapters 1–5, pps. 1–254.
2. (available full-text online-use Wilson Web to access) Lombardi, J. (2004). Starting right: Building on proven strategies to promote development in very young children. *American Prospect*, 15(11), A14–A15.
3. (full-text online) Almgren, G., et al. (2002). Beyond welfare or work: Teen mothers, household subsistence strategies, and child development outcomes. *Journal of Sociology and Social Welfare*, 29(3), 125–149.
4. (full-text online) Horwitz, S. M., et al. (2003). Language delay in a community cohort of young children. *Journal of the American Academy of Child and Adolescent Psychiatry*, 42(8), 932-940.

Unit 2: Adolescence – Biological, Psychological and Social Development; Gender and Sexism

Weeks 4 (cont'd)–6: September 14 (2nd half of class), 21, 28, and October 5 Case Assessment

Assignment Distributed on September 28

1. Puberty, body image, sexual development
2. Erikson's Psychosocial theory
3. Identity formation
4. Kohlberg's and Gilligan's theories of development
5. Family influences: parenting patterns, family values, structure, function
6. Suicide assessment (use of SAD scale)
7. Dependency and independence
8. Adolescent stress and crises-eating disorders, gang activity, delinquency
9. Social work in adolescent groups
10. Gender roles and differences

11. Economic impact of gender-sexual harassment, language, rape and counseling and battered women

Required Readings:

1. Zastrow & Kirst-Ashman, Chapters 6–9, pps. 255–408.

Recommended Readings:

1. (full-text online) Everall, R. D., Bostik, K. E., & Paulson, B. L. (2005). I'm sick of being me: Developmental themes in a suicidal adolescent. *Adolescence*, 40(160), 693–708.
2. (full-text online) DeHaan, L.G., et al. (1998). The relationship of individual and family factors to the psychological well-being of junior high school students living in urban poverty. *Adolescence*, 33(129), 73-89.
3. (full-text online) Guo, G. (1998). The timing of the influences of cumulative poverty on children's cognitive ability and achievement. *Social Forces*, 77(1), 257–287.
4. (full-text online) Simpson, C. L. (2010). Resilience in women sexually abused as children. *Families in Society: The Journal of Contemporary Social Services*, 92(3), 241–247.

Unit 3: Young and Middle Adulthood – Biological, Psychological, and Sociological Perspectives and Sexual Orientation

Weeks 8 (cont'd)–10: October 12, 19, 26

Second quiz on Class Session 8, October 12 (1st half of class)

Case Study Assignment Distributed October 19

Third quiz on Class Session 10, October 26 (1st half of class).

Second half of class on October 26: Special Film

1. Biological changes: effects of aging on physical, sexual, biological and intellectual functioning.
2. Physically healthy lifestyles
3. Midlife crises-menopause and the male climacteric
4. AIDs and social work
5. Generativity vs. stagnation
6. Peck, Levinson, Maslow theories
7. Drugs and their physical/physiological/psychological effects

Required Readings:

1. Zastrow & Kirst-Ashman, Chapters 10–13, pps. 409–583.

Unit 4: Later Adulthood – Biological, Psychological, and Sociological Aspects

Weeks 11–14: November 2, 9, 16, 23

Case Assessment Assignment due at beginning of class November 2

Fourth Quiz on Class Session 13, November 16

Case Study Assignment due at beginning of class on Week 14, November 23

1. Lifestyle choices: marriage, cohabitation, singlehood, parenthood, childlessness, economic status and poverty.
2. Family system differences-divorce, sandwich generation
3. Communications/intervention within family systems
4. Homosexual, bi-sexual, gay and lesbian issues (coming out, parenthood, and aging)
5. Senescence and the aging process
6. Wellness, health and genetic testing
7. Theories of later adulthood: integrity or despair, self-esteem, ageism, depression, spirituality & religion
8. Impact of life events-death of spouse and subsequent marriages, widowhood, singles & never marrieds, grandparenthood
9. Death, dying and bereavement-Kubler-Ross model, relating the dying person and survivors
10. Demographics and services for elders

11. Ethical issues-elder abuse, health care and assisted suicide

Required Readings:

1. Zastrow & Kirst-Ashman, Chapters 14–16, pps. 584–663.

Recommended Readings:

1. (full-text online) Dearing, E., Taylor, B., & McCartney, K (2004). Implications of family income dynamics for women's depressive symptoms during the first 3 years after childbirth. *American Journal of Public Health, 94*(8), 1372–1377.
2. (full-text online/Book Review/Ebsco Host). Mathieu, S. S. (2007). The emotional survival guide for caregivers: Looking after yourself and your family while helping an aging parent. *Families, Systems & Health: The Journal of Collaborative Family HealthCare, 25*(3), 349–351.
3. (full-text online) Eschbach, K., et al. (2004). Neighborhood context and mortality among older Mexican Americans: Is there a barrio advantage? *American Journal of Public Health, 94*(10), 1807–1812.
4. (full-text online) Powell, W. E. (2010). "...and then you die: The creation of mattering. *Families in Society: The Journal of Contemporary Social Services, 91*(3), 211–212.
5. (full-text online/Wilson) Benedict, E. (2001). When baby boomers grow old. *The American Prospect, 12*(9), 20–25.

Epilogue: At the End-of-Life: Individual Issues and Life Trajectories

Week 15: November 30

Special Film Presentation

Final Exam Review/Distribution of Final Exam Essay Questions (to be completed outside of class).

Final Exam

Week 16: December 7

FINAL EXAM: (during Finals Week; Project Date/Time: Class Period. (Exact date/time TBA based on University Exam Schedule).

HAPPY HOLIDAYS!!

If traveling, please do so safely!