



University of Central Florida
School of Social Work

Social Work 5105.0002 – Human Behavior in the Social Environment: I

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Semester: Fall, 2009
Class Day: Thursday
Class Hrs: 7:30-10:20 PM
Class Location: HPA1, 272

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 the biological, psychological, and sociological development of the individual, emphasizing the 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 other forces that shape human behavior.

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.

POLICIES

In addition to the information below, the student should become familiar with School of Social 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.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.

- 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.

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). Make-up exams are not 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 illness (such as a cold), and other similar circumstances do not qualify as extreme. The instructor reserves the option to provide a make up exam in hers or his absence.

Students who miss three (3) or more absences regardless of the reason may 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 during the scheduled final exam 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 a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage may be returned with out a grade. When references are required, they must be 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/>.

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 class starts on the due date*. *It is the student's responsibility to see to it that his or her assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox*. 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 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

An "Incomplete" is only recorded in exceptional circumstances and in keeping with the 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 due date 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

Plagiarism and Cheating of any kind on an examination, quiz, or assignment may result in an "F" for that assignment and may also lead to an "F" for the entire course and referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. 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. You will be expected to submit all assignments in both hard copy and electronic format. 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 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 instructor. 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 instructor to request them.

COURSE LEARNING OBJECTIVES

At the end of the semester, 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, young, middle, and later 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.

REQUIRED TEXTS AND ASSIGNED READINGS

1. Zastrow, C., & Kirst-Ashman, K. K. (2010). *Understanding human behavior and the social environment* (8th ed.). Belmont, CA: Thomson Brooks/Cole.
2. Assigned readings are required where indicated in the course calendar. As indicated in the course calendar, these readings will be requested via the UCF Library or are available as full-text articles from the Library online.

LIBRARY RESOURCES

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

Students will be expected to utilize UCF library resources to search library databases for required readings.

The following web sites which 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/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

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.

EVALUATION AND GRADING

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 7, 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):** All students will assess a fictional character from a movie, using theoretical frameworks discussed in class. Instructor will provide instructions for this assignment. The assignment is due at beginning of class on **November 5**.
3. **Case Study Assignment (20 points of semester grade):** Students will assess an adult using the theoretical frameworks discussed in class. Instructor will provide guidelines for this assignment. The assignment is due at the beginning of class on **December 3**.
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 (10 points) that students will complete outside of class, and 20 short-answer questions (1/2 point each) in class.

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:

Grades

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 CALENDAR

Introduction: Bio-Psycho-Social Systems and Social Work

August 27

1. Class/Instructor introductions
2. Review syllabus, readings, and assignments
3. Foundation knowledge and the purpose and process of social work: Importance of assessment
4. Client empowerment, the strengths perspective, and client resiliency
5. Systems and ecological theories, and empowerment in social work.
6. Bio-psycho-social systems perspective of human development; micro, mezzo, and macro systems
7. Groups and organizations
8. Roles of the social worker

Readings:

1. Zastrow & Kirst-Ashman text, Chapter 1 – pps. 1-41

Recommended Readings:

2. Fong, R., & Furuto, S. (2001). *Culturally Competent Practice*. Chapter 2 – pps. 10-30.

Unit 1: Psychological and Social Development in Infancy and Childhood and Cultural Diversity

September 3 and September 10, 17

First quiz on Class Session #4, September 17th (first half of class)

1. Human development in infancy and childhood
2. Bonding after birth: Attachment as a central issue in early life
3. Early brain and sensory development, motor skills
4. Emotional development
5. Psychodynamic theory and ego psychology
6. Psychoanalytic theory and social work
7. Periods of development and Piaget's theory
8. Emotional development
9. Cognitive, physical, and learning disabilities
10. Behavioral theory & behaviorism
11. Impact of life events and use of reinforcement
12. Family and siblings
13. Social environs: family, peers, school

14. Ethnocentrism, racism, discrimination and oppression and cultural diversity

Required Readings:

1. Zastrow & Kirst-Ashman, Chapters 2-5 – pps. 42-223.

Recommended Readings:

1. (available full-text online) Lombardi, J (2004). Starting right: Building on proven strategies to promote development in very young children. *American Prospect*, 15(11), A14-A15.
2. (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.
3. (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

September 24 (2nd half of class), October 1, 8, and 15

Second quiz on Class Session 7, October 8th (1st half of class)

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 (SAD scale)
7. Dependency and independence
8. Adolescent stress and crises: eating disorders, gang activity, and delinquency
9. Social work in adolescent groups
10. Gender roles and differences
11. Economic impact of gender-sexual harassment, language, rape and counseling

Required Readings:

1. Zastrow & Kirst-Ashman, Chapters 6—9, pps. 224-358.

Recommended Readings:

1. (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.

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

October 22 (2nd half), 29 November 5 & 12

Third quiz on Class Session 10, October 29th (1st half of class).

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. Gernativity vs. stagnation
6. Peck, Levinson, Maslow theories
7. Interaction of mezzo and macro systems
8. Assessing and intervening in family systems
9. Drugs and their physical/physiological/psychological effects
10. Sexual orientation: homosexuality/bisexuality, lifestyles and significant life events

Required Readings:

1. Zastrow & Kirst-Ashman, Chapters 10–13, 359-517.
2. (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*, 98(8), 1372-1377.
3. (full-text online) Kost, K.A. (2001). The function of fathers: What poor men say about fatherhood. *Families in Society*, 82(5), 499-508.

Unit 4: Later Adulthood – Biological, Psychological, and Sociological Aspects**November 19 and December 3*****Case Assessment Assignment due at beginning of class November 5******Fourth Quiz on Class Session 13, November 19***

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 & Krist-Ashman, Chapters 14 – 16, pps. 520 – 595.

Recommended Readings:

1. (full-text online) Eschbach, Karl, 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.
2. (full-text online) Gonyea, J. & Hooyman, N.R. (2005). Reducing poverty among older women: Social Security reform and gender equity. *Families in Society*, 86(3), 338-346.

November 26***NOTE: No Class on Week 14, 11/26/07 – Thanksgiving Holiday*****December 3*****Case Study Assignment due at beginning of class on Week 15, December 3rd******Final Exam Review this date*****December 6*****FINAL EXAM: December 10******HAPPY HOLIDAYS!***