The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

Course Prefix, Number and Title: SOWK 236 Human Behavior in the Social Environment; Theories

Course CRN # and Section: CRN 20208 (30)

Semester Taught (including year): Spring 2019	**Professor: Dr. Joan Pendergast**
Credit Hours: 3	**Office Location: Marsh Hall, A211**
Prerequisites: SOWK 161, PSY 101, SOC 101, & BIO 101/102	**Office Hours:**
Course Time (if applicable): T 1900-2130	**Email: jpendergast@concord.edu**
Building and Room Number (if applicable): HEC	**Phone: 304-384-5289**
	Office Fax: 304-384-6091
	College/Department Website: www.concord.edu/sws

Course Description/Rationale:
Methodological and theoretical study of the bio-psycho-social elements of human behavior. Students will develop a theoretical and conceptual knowledge of human behavior applicable to competent social work practice.

Course Management System: Blackboard

Hardware/Software Needed: Microsoft Word

Text requirements:

Dale, Orren, Smith, Rebecca, Norlin, Julia M., &Chess Wayne A. (2013) Human Behavior in the Social Environment Social Systems Theory 7th ED Pearson/Allyn &Bacon: Boston. ISBN-13:978-0-205-03648-6 (alk. Paper)

Concord University Educational Goal(s):

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practice.
2. A recognition of the complex interactions between organisms, including human beings, and their environment.

National Standards:

Council on Social Work Education (CSWE)

Social Work Competencies

Upon graduation from Concord University's Social Work program, students will master the following core competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgement and behavior

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Specific Learning Outcomes:

The student will:

1. Synthesize existing knowledge of the bio-psycho-social content gained through prerequisite courses; (COMP 1,2,and 3)
2. Critically examine existing theories and research to enhance his/her understanding of the person-in-environment framework for conceptualizing theory; (COMP 2,3,4,6, and 7)
3. Develop working knowledge of social systems theory and other social work theories for Generalist Social Work Practice; (COMP 6 and 7)
4. Apply knowledge of social systems theory and other social work theories to human behavior in the social environment across multiple levels of practice-micro, mezzo, and macro. (COMP2,3,6 and 7)
5. Develop knowledge of the social and economic forces and injustices impacting individuals; (COMP 2 and 3)
6. Increase his/her knowledge of oppression and how it has been evident for minorities in American society; (COMP 2 and 3)
7. Understand the concept of human diversity in a complex, pluralistic society. (This will include but not be limited to groups distinguished by race, gender, culture, class, age, ethnicity, physical or mental ability, political orientation, national origin and sexual orientation. (COMP 2 and 3)
8. Demonstrate an understanding of the differences across diverse populations with regards to applying the concepts of systems theory and human behavior and the social environment; (COMP 2,3,6, and 7)
9. Develop a better understanding of his/her behavior and value systems; (COMP 1)
10. Develop an appreciation of rural and Appalachian lifestyles and behavior patterns (COMP 2)
11. Examine human behavior in the social environment within the context of social work values and ethics. (COMP 1, 6, and 7

Course Requirements:

Students are to be prepared weekly for discussion of assigned readings and remain ahead to facilitate class. Students are to participate in a collaborative manner, not in a dominating manner.

Regular class attendance is expected. This is a critical thinking class. Critical thinking clarifies goals, examines assumptions, discerns hidden values, evaluates evidence, accomplishes actions, and assesses conclusions. Absence from class does not excuse students from assignments due that class period.

Student may earn 4 "attendance" points per class period. Points are awarded for being in class and on time, for participation in discussion, for general respect to fellow students and the instructor. This includes respectful words and behaviors, not using the cell phone during class, and listening quietly when another person is speaking. Attendance and participation is worth 60 points (4x15 weeks of class).

Participation: (40 points)
Students are to be prepared for discussion of assigned readings and remain ahead to facilitate learning.

Students will be prepared to discuss HBSE in action.

For other class participation criteria see the attached sheet at the end of the syllabus.   Grade will be received at the end of the semester but will reflect the whole semester.

Critiques of Case Scenarios:
Throughout the semester, the student will turn in two case critiques; these will include using the various

theories to understand human behavior across micro, mezzo and macro levels. Guidelines for critiques will be given with the assignment.

Exams:
There will be three exams that will cover research, terms and concepts.

Presentation:
Students will work within groups to discuss theories of addiction, violence, and social systems, social capital and diversity. (Chapters 13, 14, and 15 from the text.) Although a written paper is not required for this activity an outline of the presentation and reference/source list will be provided to the Professor at the time of the presentation. A bibliography of sources presented in APA format needs to be distributed to each class member. There will be time available to meet and discuss this presentation with the professor.

Evaluation and Grading:

Critiques……………………………..200 (100 points each)

Exams……………………………….100 (25-50 points each)

Presentation…………………………100 points

Attendance/Participation………………100 points

Grading Policy and Scale, Make-up Policy, Late Work:

Final grades will be computed on a percentage basis

> 90-100%=A
>
> 80-89%=B
>
> 70-79%=C
>
> 60-69%=D
>
> 0-59%=F

Make up tests will only be given within one week of the missed test. Assignments submitted late will automatically receive a 5 point deduction in points.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Date *Week of*	*Focus*	*Readings*
Jan 15	Introduction to the course	Ch 1
Jan 22	Foundation of Social Systems Theory	Ch 2
Jan 29	Social Systems and Social Work	Ch 3
Feb 5	Social Systems and Social Roles	Ch 4

Review for Exam 1 Ch 1 – 4

Feb 12	Psychodynamic Theories	Ch 5

Sept 14 ------------- EXAM 1 Chapter 1 - 4

Feb 19	Psychosocial Theory	Ch 6
Feb 26	Behavioral Learning Theories	Ch 7
Mar 5	Cognitive and Humanistic Theories	Ch 8

SPRING BREAK Mar 11 - 15

Mar 19	Review for Exam 2 Chapter 4 - 8	

Mar 19 ------------- EXAM 2 Chapter 4 – 8

Mar 26	Family Theories	Ch 9
Apr 2	Group Theories	Ch 10
Apr 9	Org/Community Theories	Ch 11 - 12
Apr 16	Theories Applied to Addiction Student Presenations	Ch 13
Apr 23	Theories Applied to Violence Student Presentations	Ch 14
Apr 30	Theories of Social Systems, Social Capital, and Diversity Student Presentation	Ch 15

FINAL EXAM TBA

Writing Expectations for Social Work Courses:
The following writing expectations will be required in Social Work 161 and all subsequent courses in the social work program.

Good writing is an important aspect of good social work. Knowledge and skills that are not demonstrated in logical succinct, non-judgmental written language have little benefit for social workers. The reports that we write to judges, probation officers, schools, parents, social service agencies, and legislators reflect

the important work that we do with clients. Written reports are a reflection of the agency and of the worker's competence. Poorly written assessments, reports, analyses, and recommendations hurt the reputation of the agency, the worker, and the profession. Poorly written paperwork can lead to loss of referrals, funding and the disregard for the efforts and recommendations of the social work service provider.

The NASW Code of Ethics requires that social workers enhance their professional expertise. We are expected to contribute to the knowledge base of the profession. That means we conduct research, whether it be community analysis, program assessment, focus groups or experimental research. The Code also directs social workers to challenge social injustice. This means that social workers can be expected to write letters to legislators, newspaper editors, or community organizations.

Because of the importance of good writing, Concord's Social Work program will teach students how to write effectively. Students will be expected to translate their knowledge and skills into effective papers and reports. All papers are to be double spaced, and use 12 point, Times Roman font. Papers are expected to be carefully edited with an absence of spelling or grammatical errors. Sentences and paragraphs should be concise and clear for easy reading and comprehension.

The American Psychological Association (APA) writing style is the accepted method for social work. The basics of APA will be taught in early social work classes, and students will be expected to continue to use this system in all social work papers. APA basics for all papers will include (but are not limited to): title page, abstract, running head, page numbers, headings, citations, and a reference page. Students are expected to properly use numbers, quotations and avoid contractions.

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

> University Closure
> No students or employees are to report.

> Classes Cancelled
> Students do NOT report BUT employees are expected to report to work at their normal time.

> Operating on an Inclement Weather Delay
> Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)

> **Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

 Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous (for example):