



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 237 Human Behavior and the Social Environment: Lifespan

Course CRN # and Section: CRN: 20209, Section 01

Semester Taught: Spring 2019

Professor: Mrs. Christie Norris-Bowling

Credit Hours: 3

Office Loc: Marsh Hall, Room A116

Prerequisites: SOWK 161, PSY 101, SOC 101, & BIOL 101/102

**Office Hours: Main Campus
Tue.-12:30-3pm
Thur-12:30-1:30pm
Beckley Campus
Tue. 6-7pm
Thur. 3-4pm
Or by Appointment**

Course Time (if applicable): TR 1100-1215

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**College/Department Website:
www.concord.edu/sws**

Course Description/Rationale:

Orientation to the understanding of human behavior across the lifespan with individuals, groups and communities. Formal and informal processes, norms, values, ethics and diverse cultures will be examined across multiple contexts. Human Behavior in the Social Environment across the Lifespan is a course examining the behavior of people as they strive to meet life's needs. To understand human behavior, one must begin with a consideration of genetic and prenatal influences. From this point growth and development results from an interaction of the person with his/her environment. This interactional process is a bio-psycho-social process and must be viewed as such if we are to comprehend human behavior. This course is designed to provide a social work orientation to the understanding of human behavior. This will include behavior of the individual, of family, and of groups of people. Cultural and

life-style conditions that produce various traditional and diverse behaviors will also be examined. The course will also examine the strengths perspective as it applies to Human Behavior in the Social Environment.

Course Management System: Blackboard

Hardware/Software Needed: Microsoft Word

Text requirements:

Berk, Laura (2014) Development Through the Lifespan 7th Edition Pearson: New Jersey ISBN: 9780205968985.

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.
5. A recognition of the complex interactions between organisms, including human beings, and their environments.

National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.

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 judgment 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

Council on Social Work Education, 2015. Educational Policy and Accreditation Standards.

Specific Learning Outcomes

The student will:

1. Synthesize existing knowledge of the bio-psycho-social content gained through pre and co-requisite courses; (COMP 1)
2. Critically examine existing theories and research to enhance his/her understanding of the person-in-environment framework for conceptualizing human development theory; (COMP 6 and 7)
3. Develop a working knowledge of the strengths perspective for Generalist Social Work Practice; (COMP 2)
4. Apply knowledge of the strengths perspective to human behavior in the social environment across developmental stages of life; COMP 2)
5. Develop a knowledge of the individual as he/she interacts with families and groups; (COMP 2 and 6)
6. Develop knowledge of the social and economic forces and injustices impacting individuals; (COMP 2 and 3)
7. Increase his/her knowledge of the concept of gender as it relates to human behavior; (COMP 2)
8. Increase his/her knowledge of oppression and how it has been evident for minorities in American Society; (COMP 2 and 3)
9. Understand the concept of human diversity in a complex, pluralistic society from both lifespan and a strengths perspective. (This will include but not be limited to groups distinguished by race, gender, culture, class, age, gender, ethnicity, physical or mental ability, political orientation, national origin and sexual orientation;) (COMP 2 and 3)
10. 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 and 3)
11. Develop a better understanding of his/her behavior and value systems; (COMP 1)
12. Develop an appreciation of rural and global perspectives, lifestyles and behavior patterns. (COMP 1, 2, and 3)
13. Examine human behavior in the social environment within the context of social work values and ethics (COMP 1 and 3)

Course Requirements

Class Attendance (60 points)

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. Students may earn 2 “attendance” points per class period. Points are awarded for being in class and on time, for participation in discussions, and 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 wks. of class).

Participation 40 pts.

Weekly current event article that is related to HBSE Lifespan Development

- Find a current article that applies to the section of material that is scheduled for the date the article is being turned in (newspaper, magazine, online etc) and read it (print out or copy the first page to be turned in with following write up).
- Write the first paragraph as a brief summary of the article (one paragraph)
- Write second paragraph explaining how it fits with what is being studied in the course.
- Write a third paragraph about your how this applies to social work and your professional and personal response to it.
- These are to be typed and turned in on Tuesdays as you come in to the class. Place them on the desk at the front of the room prior to the beginning of class.
- Be prepared to discuss your article.

Interview 100 points

Interview

You are to conduct 4 interviews throughout the semester as part of one project.

1) Interviews

- A parent who has a child 9 years old or younger.
 - A parent of a child (and ideally the child) between the ages of 10-18.
 - A person of middle age (45 - 60)
 - A person over the age of 70
- A. You will develop developmentally appropriate open ended interview questions from the readings. (Minimum of 12 Questions-Must be typed and submitted with summary)
- B. You will conduct the interview so as to gain information about the person’s development and experience of that stage of life.
- C. You will then compare the information given by the individual to what you have learned from the book using the professional language/jargon (terms, concepts etc.).
- 2) You will write an overall summary (4 Pages) of this project including what it was like for you and what you learned about yourself and about the material.

Interview Project Presentation (50pts)

Students will work in groups to present information relating the interviews conducted over the course of the semester and integrate the knowledge gained from the course. This will be discussed further in class.

Test (s) (50 pts each = 200pts)

There will be a minimum of 2 exams throughout the semester that will cover theories, research, terms and concepts. The quantity and format of these will be negotiated by the class and instructor.

Evaluation and Grading:

Interview project	100 points
Interview project Presentation.....	50 points
Test(s).....	50 points (5)
Participation.....	100 points
EQUALS-500 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

Writing Expectations for Social Work Courses

The following writing expectations will be required in SOWK 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 that we conduct research, whether it be a community analysis, program assessment, focus group, or experimental research. The Code also directs social workers to challenge social injustice. That 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 and 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 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.

Make-up policy:

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

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Course Outline

Week	Focus	Chapter
1- 1/15 & 1/17	Introduction/review	Ch. 1
2- 1/22 & 1/24	History, theory, Research	Ch. 2
3- 1/29 & 1/31	Genetic, environment Prenatal, birth and new born	Ch. 3
4- 2/5 & 2/7	Infancy and Toddlerhood Assignment – Begin submitting weekly article summaries **Every Tuesday Physical development	Ch. 4
	TEST 1- February 7 (Ch. 1, 2, 3 & 4)	
5- 2/12 & 2/14	Cognitive development Emotional development	Ch. 5 Ch. 6
6- 2/19 & 2/21	Early Childhood 2- 6 yrs Emotional development (cont) [Begin Early Childhood] Physical and Cognitive Development	Ch. 6 Ch. 7
7- 2/26 & 2/28	Middle Childhood 6 – 11 yrs Assignment–February 28 submit the names of people to be interviewed Emotional/social Development [Begin Middle Childhood] Physical and Cognitive development	Ch. 8 Ch. 9
8- 3/5 & 3/7	Emotional/Social Development (brief) TEST 2- March 7 (Ch. 5, 6, 7, 8)	Ch. 10
9- 3/11-3/15	SPRING BREAK	
10-3/19 & 3/21	Adolescence Emotional/Social Development (cont) Physical and Cognitive development Emotional/Social development Assignment – March 21-rough draft of interview project	Ch. 10 Ch. 11 Ch. 12

11- 3/26 & 3/28	Emotional/Social development (cont) Early Adulthood	Ch. 12
	Physical and Cognitive Development	Ch. 13
12- 4/2 & 4/4	Physical and Cognitive Development (cont) Emotional/Social Development	Ch. 13 Ch. 14
	TEST 3 April 2 (Ch. 9, 10, 11)	
13- 4/9 & 4/11	Middle Adulthood Physical and Cognitive Development	Ch. 15
14- 4/16 & 4/18	Emotional/Social Development Late Adulthood	Ch. 16
	Physical and Cognitive Development Emotional/Social Development	Ch. 17 Ch. 18
	TEST 4 April 16 (Ch. , 12, 13 & 14)	

End of Life

Assignment – April 18- Submit Interview Assignment

15- 4/23 & 4/25	Death, Dying, and Bereavement Presentations	Ch. 19
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16- 4/30 & 5/2	Presentations & Summation of course	
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FINAL EXAM Tuesday, May 7th at 11:30am-1:45pm

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):

Helpful Website:

www.socialworkers.org

www.naswww.org

<http://www.library.uiuc.edu/edx/electswrk.htm>

<http://owl.english.purdue.edu/>

<http://www.cswe.org/>