

Department **SOWK** Course Number **211** Course Name: **Human Behavior in the Social Environment II**

Submission Checklist

Proposal ☒ Syllabus ☒ UCC Proposal for new course ☐

Check box for Honors course consideration ☐

AREA OF INQUIRY

IDENTITY, INSTITUTIONS AND SOCIETIES

This form must be submitted to the Liberal Learning Council as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form, if new course.

DEADLINE FOR PROPOSALS: **1 October 2006**

Please answer the following questions:

Check Only One:

☒ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.

☐ This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information of the curriculum point person for the department administering this course.

Cheryl Mathews

2. In any given semester, how many sections of this course is your department willing to offer?

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

An existing social work course, SOWK 210 addresses the primary issues in the inquiry area of Identity, Institutions, and Societies. It accomplishes this without modification to the existing course. This course will examine major theories which seek to explain the origin, development and motivational basis of human behavior in the context of the social environment. It utilizes a social systems perspective to provide a unified framework for the study of behavior. The course combines knowledge derived from anthropology, psychology, sociology, political science, economics, biology, etc., to build a framework for relating theory to real life situations. The course of growth and development will be traced from birth through early childhood with emphasis on forces which impact the developing human and the systems within which he/she

operates. Students will be provided the opportunity to learn a number of theoretical approaches to understanding human behavior and assess their application to current issues existing in practice, society and their own lives.

4. Check the learner objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.

☒ a.) Identify concepts, patterns, and issues that affect the organization of societies, shape individual thought, or shape social mores (**required**)

☒ b.) Compare and contrast the effects of these concepts, patterns and issues on individuals, cultural institutions, or societies

☐ c.) Identify an institutional or societal structure (or structures) and its (or their) influence on individuals

☐ d.) Explain the fluid role of the individual within society (reflecting the multiple and sometimes contradictory roles of individuals within society)

☒ e.) Recognize the influence of societal or cultural context on self and others as individuals

☐ f.) Objectively and critically evaluate concepts of self and individuality

5. Briefly explain how this class addresses the objectives checked in #4. Be sure to indicate the objective by its letter. (e.g. Objective a: xxxx) A course may cover more than two objectives.

Objective **a**: **(objective)** This objective is consistent with the purpose of the course which is to teach students theories and factors that are relevant to the development of all members of society at the micro (individual), mezzo (family and small group) and macro (community, organizational, political and international) levels.

Objective **b**: **(objective)** Theoretical perspectives and related research will be examined that enlightened us about these concepts, patterns and issues. Students will need to think critically about these ideas and apply them to their own lives as well as think about how others in society are affected.

Objective **c**: **(objective)** The course will take a developmental perspective of human growth but will emphasize the context within which that development takes place. A major emphasis is placed on cultural and political factors that affect people and the societies within which they reside.

Objective **_____**: **(objective)**

Objective **_____**: **(objective)**

Objective **_____**: **(objective)**

6. Course Assessment: Check below how this course will accomplish the objectives in #5 (choose at least one).

☒ Participating in class discussion and debate

☒ Engaging in teamwork and other collaborative exercises

☒ Writing analytical or evaluative papers, perhaps incorporating original research

☒ Making oral presentations

☐ Creating an artistic product or a performance

☐ Participating in fieldwork

☐ Other means – please identify ☐

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

8. Explain how this course connects to Vision 2010 – the CNU Strategic Plan
(<http://www.cnu.edu/Vision2010> The links are down the left side of the page.)

This is a course that synthesises much of the best that liberal learning has to offer. Human behavior on an individual level through a societal level is affected by so many factors-social, psychological, economic, political, biological, spiritual and more (Priority 1,Goal A). This course will provide the opportunity for the student to critically think (Priority 1, Goal B) about the importance of all these factors and how they are interrelated. A real understanding of the factors that affect others fosters the development of ethical responsibility (Priority 1, Goal D). ☐

**Christopher Newport University
Social Work Program**

Dr. Carolyn Bartick Ericson
SOWK 211
Spring 2008

Human Behavior in the Social Environment II – 3 credits

SYLLABUS

Prerequisites: **SOWK 210 with grade of C- or better**
 or permission of instructor

Course Description

This course takes a social systems approach to presenting, unifying and integrating concepts and knowledge from biology, anthropology, sociology, and psychology about human behavior. The course explores development from middle childhood through late adulthood with attention to how individuals, families, organizations and communities are shaped by life events. The course includes applications to professional practice from the social work literature and to service-learning experiences in a social service setting.

Course Rationale

This course will examine major theories which seek to explain the origin, development and motivational basis of human behavior in the context of the social environment. It utilizes a social systems perspective to provide a unified framework for the study of behavior. The course combines knowledge derived from anthropology, psychology, sociology, political science, economics, biology, etc., to build a framework for relating theory to real life situations. The course of growth and development will be traced from birth through old age with emphasis on forces which impact the developing human. Students will be provided the opportunity to learn a number of theoretical approaches to understanding human behavior and assess their application to current issues existing in practice.

General Expectations

Students are expected to adhere to the University's academic policies and honor system.

Consistent attendance is necessary to successfully complete this course. For every two unexcused absences, grade will be reduced by one letter grade.

Good writing skills are crucial for social workers. Being able to organize thoughts in clear sentences, using proper standard English, is essential in agency recording. All written materials submitted in this class will be evaluated on content as well as construction, grammar, spelling and usage.

Assignments are expected to be completed on the due date and turned in during class time.

Late work will be penalized a full letter grade for each day they are late.

Students are expected to read and understand the material in the text. Lecture material may not parallel the text and is intended to supplement the required readings.

Disability Statement: In order to receive an accommodation, your disability must be on record in the Academic Advising Center (594-8763 – Student Union 3125). Once you have this accommodation letter in hand, please make an appointment to see me, and we can discuss your specific needs.

The policy on internet resources is as follows: In conducting research for an assignment students are expected to use a combination of library and internet resources. When using an internet source you must cite the origin of the material.

Cellular phones, beepers, and pagers are to be turned off or placed on silent mode during class time. They are disruptive to other students and to the instructor, and compromise the concentration needed for successful learning.

Students are expected to demonstrate proper behavior in the classroom in order to not impact other students in a negative manner. Students who disrupt the classroom will be asked to meet with the Professor.

. Mission Statement of the Social Work Program

The mission of the Christopher Newport University Social Work Program is to provide an undergraduate social work program of excellence designed to educate the social work major for baccalaureate level generalist practice. Built on a strong liberal arts base, the Bachelor of Arts degree in social work also prepares students for graduate studies. In its educational mission, the Social Work Program promotes scientific and intellectual inquiry and fosters qualities of leadership. Finally, the program advocates service to community and Commonwealth and commitment to the values of the social work profession.

The social work faculty is dedicated to excellence in teaching, to scholarship and research supportive of the profession, and to service to the University, the community, and social

service organizations.

Required Texts/Manuals

Ashford, J. Lecroy, Lortie, K. (2006). *Human behavior in the social environment*. United States: Brooks/Cole.

The Social Work Program Goals are to produce:

1. excellent practitioners prepared as liberal arts based baccalaureate level generalist social workers.
2. social science scholars who are prepared for scientific inquiry, technologically competent and knowledgeable of diverse and special populations.
3. citizens of the community and Commonwealth who are informed about the world around them, and ready advocates for social and economic justice.
4. communicators who are capable of collaboration across disciplines, client populations, and communities.
5. professionals imbued with the social work strengths perspective and able to use self-as-instrument in practice that includes biological, psychological, sociological and spiritual views of person-situation-interaction.
6. leaders dedicated to service and prepared with an understanding of the value base of the social work profession and its ethical standards and principles.

Social Work Program Objectives

1. Apply critical thinking skills as well as ability to use self as instrument within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, spirituality, sex and sexual orientation.
4. Recognizing and being aware of a global context of social work practice, graduates will understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Using a strengths perspective, apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence including biological, psychological, sociological and spiritual views of person-situation interaction to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own interventions.
10. Use communications skills differentially across client populations, colleagues and disciplines and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Attain skills of leadership to be used for service to clients, the community and the profession.

Course Objectives:

At the conclusion of this semester the student should be able to:

1. Demonstrate an understanding of key concepts identified in the social systems approach. **[See Program Objectives # 4,7,]**
2. Identify and critically analyze a variety of theories which seek to explain human behavior. **[See Program Objectives #3, 7]**
3. Identify critical periods which occur at varying points of the life cycle and their impact on human behavior. **[See Program Objectives 7]**
4. Utilize professional value systems to resolve ethical dilemmas as they impact social work practice. **[See Program Objectives # 2]**
5. Identify ethical and value issues inherent in theoretical approaches to studying human behavior. **[See Program Objectives #2]**
6. Translate specific theoretical content into practical applications in addressing current social problems. **[See Program Objectives #3,4,9]**
7. Demonstrate critical thinking skills in the analysis of research and theories of human behavior. **[See Program Objectives #1,9]**
8. Identify the role and functions of disciplines outside of social work and their approach to the study of human behavior. **[See Program Objectives #7, 10, 12]**
9. Gather evidence to support or refute theoretical notions about human behavior. **[See Program objective # 9]**
10. Analyze research studies to assess their value in understanding human behavior. **[See**

Program Objective #9]

11. Communicate knowledge of human behavior and its application using good oral and written skills. **[See Program Objective # 10]**
12. Demonstrate a knowledge of factors which oppress vulnerable populations and impact on the individual and the environmental system. **[See Program Objectives #3,4]**
13. Utilize research skills and the use of technology to support increased understanding of human behavior and human development. **[see Program Objectives #2, 5, 7]**
14. Apply social work intervention strategies appropriate to diverse and oppressed client systems **[See Program Objectives # 3,4]**

COURSE REQUIREMENTS

Evaluation Requirements

This is a service-learning course. Students will be required to complete 18 hours of service in an agency that serves the age group of their choice from middle childhood to later adulthood. Placements should be coordinated through the university service-learning department. **At the end of the semester, students will do an oral presentation regarding their experience as well as a paper. An outline for this will be provided.**

There will be four quizzes throughout the course.

There will be a paper assignment in which the student will integrate his or her learning into an understanding of his or her own life history. An outline will be provided.

There will be no final exam.

ASSIGNMENTS

YOUR GRADE WILL BE BASED UPON COMPLETION OF THE FOLLOWING:

Service-learning **presentation** and paper: **30% See attached description.**

Life Development Assignment: **20% See attached description.**

Quizzes: **4 @10% 40%**

Class Participation: **10%**

QUIZZES

Quizzes are objective in nature and will include multiple choice, true/false or short answer. Students are expected to demonstrate comprehension and mastery of course content through quizzes.

COURSE CONTENT

This course utilizes a **developmental perspective**. Knowledge of normal developmental patterns over the life cycle is essential for social work practitioners. A diversity of ways exists for people to meet and express their needs. The concept of functioning will be examined across the life cycle. Human behavior is complex and there must be knowledge of biopsychosocial factors as they impact on the individual. There must also be concern for cultural and ethnic diversity as it is manifested in clients and as it impacts human behavior.

This course examines **social science research**. Research taken from the fields of sociology, psychology, political science, social work, etc., will be utilized to expand the student's knowledge of contemporary findings which might have a bearing on practice behavior. Research provides an important contribution to the knowledge base of the profession. The application of research results can be valuable in assisting the practitioner in working with clientele. Students must be competent in analyzing critical research studies and determining their implications for understanding human behavior.

This course examines **social policy**. One of the critical roles of policy makers is to identify and assess specific community/societal needs and to explore methods for addressing the needs of clientele. Rational policy must derive from a sound knowledge of theoretical constructs and practical applications.

This course examines **practice methods**. The specific techniques and application of knowledge have to be translated into social work practice. Empirically grounded practice methods will be explored as they have relevance to particular parts of the life span. The social systems model will provide the framework for analyzing key practice areas.

COURSE FORMAT

The course will be taught in a lecture/discussion format. Small group discussion projects will be utilized and allow students the opportunity to dialogue about critical issues in the field. Speakers will be utilized where appropriate and available. The course text is extensive and students will be expected to keep up with readings. The instructor will not cover all of the content in class; however, students will be expected to complete readings on course outline. Content from these readings is legitimate quiz material.

COURSE OUTLINE

UNIT I-MIDDLE CHILDHOOD (Two weeks)

- Physical Fitness
- Obesity
- Intelligence
- Information Processing
- Bilingualism
- Language Development
- Interpersonal Relations
- Attention Deficit Disorders

Readings: Ashford, Lecroy, Lortie, Text, Chapter 8

First Quiz: February 12

UNIT II ADOLESCENCE (Two weeks)

- Storm and Stress
- Physical Changes
- Puberty
- Psychological Development
- Cognitive Development
- Self Esteem
- Moral Development
- Parent Child Issues
- Adolescent Sexuality
- Role-playing in teams

Reading: Ashford, Lecroy, Lortie, Text 9

Second quiz: February 26

UNIT III YOUNG ADULTHOOD (Two weeks)

- Levinson's Stages of Adult Development
- Gender Differences
- Love and Intimate Relations
- Marriage
- Sexual Orientation
- Divorce
- AIDS
- Domestic Violence
- Community Theory
- Role-playing in teams

Life Development Assignment Due: March 22

Reading: Ashford, Lecroy, Lortie, Text 10

UNIT IV MIDDLE ADULTHOOD (Two weeks)

- Alcohol and Drug Addiction
- Family Theory
- Blended Families
- Intergenerational Family Relations
- Aging Parents
- Grandparents and Caregiving
- Homelessness

Reading: Ashford, Lecroy Lortie, Text 11

Third Quiz: April 3

UNIT V LATE ADULTHOOD (Two weeks)

- Developmental themes
- Chronic health
- Demographic Changes
- Cognitive Changes
- Grief and Loss
- Retirement
- Death and Dying
- Dementia and Alzheimer
- Living Arrangements

Reading: Ashford, Lecroy, Lortie, Text 12

Fourth Quiz: April 17

Service-learning oral presentations to the class: April 22, 24, 29, May 1.

Final Paper Due: May 1

SOWK 211
Spring 2008
Dr. Carolyn Bartick Ericson

Service-Learning Paper

This is the comprehensive paper that you will write regarding your service-learning and the population/agency you are serving. You will need to incorporate what you have learned from class lectures and readings about the developmental period. Your paper should be eight to 10 pages in length, double-spaced.

SECTION 1:

Developmental Period. (a) What is the developmental period for the population with whom you are working? (b) What are the major developmental themes, challenges, and hazards of this period? (c) How did you see these come to life in your placement? (You can use specific examples but make sure you do not include any identifying information.)

SECTION 2:

Organizational Base. (a) Description of your agency – client profile, organizational chart, program activities, (b) Mission, goal statement of this agency, (c) Background history, (d) Environmental factors influencing the agency, (e) The organization's culture, (f) Fiscal management, (g) Agency morale.

SECTION 3:

Specific Activities/involvement. (a) Describe different types of activities you were involved at the agency, (b) Explain the impact your involvement had on the clients and staff at the agency.

SECTION 4.

Reflections. (a) Discuss the rationale for selecting this agency/clients for your practice, (b) Your perceptions at the beginning of this experience, (c) Your perceptions at the end of this experience, (d) Are there particular issues this agency/age group is facing at this time? (e) What are the ways you could mobilize community support to deal with this issue? (f) What policies are important for this agency and the age group it serves?

Service-Learning Presentation

It is important that your classmates have a good understanding of the age group you served, the agency in which you worked, and your experience over the course of your service-learning. Be creative!! You can have the class involved in an age-appropriate activity; you can use music, dance, poetry, etc. to convey the issues, needs, challenges, and joys of this age group. Your presentation should be 20-30 minutes long. You will have access to PowerPoint if you wish.

SOWK 211
Spring 2008
Dr. Carolyn Bartick Ericson
Life Review Assignment

For this assignment you will incorporate what you have learned about human development/behavior in the social environment into an analysis and understanding of your own life experiences.

You will need to go through each of the stages we have studied so far, including those from last semester, and describe your development as you now understand it. Obviously you will need some assistance from those who knew you best when you were in utero and very young.

For each stage, think about what milestones typically occur. What do you know about how you experienced those milestones? Did you have any particular challenges? How have they affected you? What strengths contributed to you meeting your development challenges? What effect did the particular context you grew up in have on your development? Please include your family, neighborhood, church, and other relevant systems here. Describe them in detail and how you see yourself affecting and being affected by these systems.

Stages you will need to cover include:

1. pregnancy (your mother's)
2. infancy
3. early childhood
4. adolescence
5. young adulthood

Then, for fun, imagine yourself in middle and later adulthood. What do you think you and your life will be like?

You should make it clear that you understand the each stage you are discussing, but also, have feel free to be creative. Use art, poetry, music, or whatever else inspires or explains you. You are unique!!