

**Human Behavior and the Social Environment II
(HBSE II)
Course Syllabus**

COURSE INFORMATION

Number: SCWK 301
Credits: 3
Pre-requisite: SCWK 300, HBSE I
Co-requisite: SCWK 311, Social Work Practice II
Quarters offered: Winter (on campus) and Spring (online)

INSTRUCTOR INFORMATION

Instructor: Mary Big Bow, MSW
Office location: Pete Beaverhead Building, Room 122
Telephone: 406-275-4870
E-mail: mary_bigbow@skc.edu
Office hours: As posted

COURSE DESCRIPTION

Human Behavior and the Social Environment II examines the biological, psychological, cognitive, spiritual, social, economic, racial, and cultural variables that influence human development from early to late adulthood, with special focus on the individual within the contexts of family, groups, and the broader community. The impacts of stress, deviant behavior, pathology, disease, and disability are also examined. [Writing Course; Portfolio Course]

COURSE OBJECTIVES

Upon successful completion of the course, participants will be able to:

General Course Objectives:

1. Recognize the extent of diversity that exists in communities and discuss the positive and negative aspects of community membership.
As measured by : Cultural Images of Aging Mosaic project
2. Discuss the effects of social class, race, ethnicity, gender, and sexual orientation on human behavior and attitudes.
As measured by: Papers 1 and 2 and class presentations

Critical Thinking Objectives

3. Demonstrate how social, economic, and political forces impact small groups, organizations, and communities and how these forces shape delivery of social services to the various clients systems.

As measured by: Paper 1.

4. Develop an awareness of self, especially as it pertains to becoming social workers within organizations and communities.

As measured by: Cultural Images of Aging and class presentations.

Cultural Awareness Objectives

5. Exhibit an understanding of the special needs of political minorities, the social and cultural sources of those special needs, and how they affect human behaviors among minority people as they interact with small groups, organizations, and communities.

As measured by: Paper 2

6. Develop an understanding, appreciation and respect for lifestyles, value-systems, experiences, needs and beliefs different from one's own, while recognizing similarities as well as differences.

As measured by: Papers 1, 2, Cultural Images of Aging Mosaic and class presentations.

7. Participate in the global society through interactions with persons in another country or culture.

As measured by Cultural Images of Aging Mosaic and paper 2.

REQUIRED MATERIALS

1. Gardiner, H. and Kosmitzki, C. 2005 Lives across Cultures: Cross Cultural Human Development 3rd Ed. Allyn and Bacon.
2. Fienberg, L. 1996 Transgender Warriors: Making History from Joan of Arc to Dennis Rodman. Beacon Press

COURSE REQUIREMENTS

1. Instructor's assessment of readiness for social work practice /Classroom participation. Participate in discussion of weekly topics, text and internet reading, and/or response to a variety of subjects. One hundred points of the final course grade (potentially one letter grade) is based on the instructor's judgment of the *student's commitment to and temperament for professional social work practice.* Weeks 1-10

Behaviors that *add* points to the instructor's judgment call include the following: initiative, dependability, honesty, punctuality, capacity to meet deadlines, perseverance, ability to

handle conflict in interpersonal relations, sensitivity to others, ability to achieve goals and objectives, ability to plan and organize work, clear writing, motivation and willingness to work hard, openness to new learning, openness to examining own values and attitudes, self-awareness, capacity to work under pressure, personal maturity, emotional stability, respect for clients and other students, fairness in decision-making, and professionalism.

Behaviors that *decrease* points when a professor's judgment call is made include the following: the opposite of the above listed behaviors, especially dishonesty, missing deadlines, disrespect for others, manipulation and efforts to "bend" or avoid the class rules and requirements, attempts to secure special concessions or privileges, domination of class discussion or avoidance of class participation, and the inability to keep personal problems from interfering with professional tasks and activities.

2. Cultural Images of Aging Mosaic. Complete the mosaic that represents elders from your community and/or life, and summarize the activity in a two- to three-page reflection paper (instructions of requirements will be provided during first week) that includes a discussion of how this mosaic reflects the cultural background of the elders. Mosaic and paper are worth 50 points each. One hundred points possible. **Note:** this assignment is continued from last quarter. Weeks 1-10.
3. Analysis Papers. Two papers double-spaced 4-5 pages in length not including cover page or reference/citation page. Six traits of writing rubric will be used to evaluate these papers.
 - 1st paper: Analyze and write (instructions for type of research paper will be given during first week of quarter) about identity formation in adolescence, relating to any one of the following-poverty, pregnancy, body image (you may choose a topic but must be cleared with instructor first). . . **and** psycho-social, sexual, physical **or** moral development. This project requires student's to evaluate and integrate resources used. A minimum of five (5) citations, with two (2) of these being journal articles is mandatory. Use the Developmental Niche and Eriksonian perspective paper completed during HBSE I as base papers. Worth 50 points. **Due week 3**
 - 2nd paper: Analyze and write (instructions for type of research paper will be given during first week of quarter) about middle age, spirituality as they affect other aspects, i.e. gay/lesbian, disabilities, marriage, children **OR**
 - Explore relationships between poverty, gender, and race of elderly folks in the U.S. today. Identify ways that social workers can influence policies that affect housing, health care, and other essential services directly related to quality of life in late and very late adulthood. This project (b or c) also requires student's to evaluate and integrate resources used. A minimum of five (5) citations, with two (2) of these being journal articles is mandatory. Worth 75 points. **Due week 5.**
4. Class Presentations. Each report not to last more than 15 minutes. Seventy five points each with a total of 150 points possible.
 - 1st Presentation: Topic will be selected from Feinberg text to integrate into any of the three paper topics above. **Due weeks 5 and 6.**

- 2nd Presentation: Research an issue on challenging the media to report to class. Check out Media Watch at <http://www.mediawatch.com/welcome.html> for some ideas. **Due weeks 8 and 9.** You may use any of the three paper topics listed above in conjunction with these assignments.
5. PowerPoint Presentation. Students will present to the HBSE II class with power point on synopsis of their papers. First presentation worth 25 points and last power point worth 50 points.

ATTENDANCE POLICY

Class attendance and participation is required to gain information required for assignments.

GRADING

Attendance and Participation	100 points possible
Two papers	125 points possible
Images of Aging Mosaic	50 points possible
Images of Aging Reflection paper	50 points possible
Research class presentation on Media worth	75 points possible
Research class presentation on Feinberg	25 points possible
Two power point presentations;	75 points possible

A total of 500 points is possible.

Grades are earned in the following way:

A	450-500
B	400-449
C	350-399
D	300-349
F	000-299

WEEKLY OUTLINE

Week	Topic	Assignment
Week 1	Syllabus overview, Review, basic psychosocial, sexual, moral & physical development of adolescents	Read chapter 5 Gardiner Kosmitzki text Read and research identity formation in gay/lesbian or disabled adolescents in any life event. Begin 1 st presentation & paper
Week 2	Paradox of Adolescents & Identity	
Week 3	Rites of passage Transitioning into adulthood	Read chapter 7 of Feinberg text

Week 4	Moral conscience of young adults 1st paper due	Examine Network on Transitions to Adulthood at www.macfound.org/research/hcd/hcd_21.htm Read chapter 6 of Gardiner Kosmitzki text Begin 2 nd paper due week 6
Week 5	Discussion on findings from website & Biology in Middle adulthood Maximum 15 minute reports	Read chapter 8 of Feinberg text
Week 6	Midlife crisis-menopause and “men”opause Maximum 15 minute reports	Read chapter 7 of Gardiner Kosmitzki text Begin working on final group presentation
Week 7	2nd paper due Relationships & spirituality	Read 9 of Feinberg text Read AgingStats.Gov at www.agingstats.gov
Week 8	Theoretical perspectives on social gerontology Maximum 15 minute reports	Read chapter 8 and 9 Gardiner Kosmitzki text Read about grieve and bereavement at www.nhpco.org/body.cfm
Week 9	Relationships and retirement Maximum 15 minute reports	Read chapter 10-11 of Feinberg text Final prep. & display Of Cultural Images of Aging Mosaic
Week 10	Review and debriefing	Yippee Spring Break is here ☺

REFERENCES

Asford, J. B, Lecroy, C. W. & Lortie, K. (2001) Human behavior in the social environment: A multidimensional perspective (2nd Ed) Brooks & Cole

Frontline: Do your teens seem like aliens?

<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/etc/aliens.html>

Inside the Teenage Brain

<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/anatomy.html#>

Media Watch <http://www.mediawatch.com/welcome.html>

National Association of Social Workers (1997). Encyclopedia of Social Work, 19th ed. Washington DC: NASW

Ohio University (2002) Writing Across the Curriculum-Teaching resources

OWL Purdue University & Purdue University Planning Invention: When you start to write.

http://owl.english.purdue.edu/handouts/print/general/gl_plan2.html

Secret Life of the Brain

<http://www.pbs.org/wnet/brain/3d/index.html>

Sevel, J, Cummins, L. & madrigal, C. (1999) Social work skills demonstrated: Beginning direct practice student guide & workbook

Theories of Development

<http://classweb.gmu.edu/awinsler/ordp/theory.html>

Writing at CSU Writing Guide:What is rogerian argument

<http://writing.colostate.edu/references/teaching/co300man/com5e1.cfm>

Zastrow, C. & Kirst-Ashman, K. (2001) Understanding human behavior & the social environment. (5th Ed) Brookes & Cole

SKC Syllabus Supplement

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Reasonable Accommodations

Reasonable accommodations are provided to students with diagnosed or suspected disabilities through the ACCESS Office located in the Social Work Department in the Beaverhead Building. For additional information, contact John Domitrovich, the SKC ACCESS Officer, Beaverhead Building Room 131; 406-275-4889; john_domitrovich@skc.edu.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Study Time Expectation

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour. For example, if this is a 5-credit course, you are expected to spend 5 hours in class and a minimum of 10 hours outside of class, a total of at least 15 hours each week to earn a C.

Attendance

Good attendance and active participation will help you to achieve success in your academic career. Poor attendance will result in missed information, missed assignments and tests, and possible failure of the course.