

Human Behavior and the Social Environment I (HSBE I) Course Syllabus

COURSE INFORMATION

Number: SCWK 300
Credits: 3
Pre-requisite: SCWK 201, Introduction to Social Work; Junior standing
Co-requisite: SCWK 310, Social Work Practice I
Quarters offered: Fall (on campus) and Winter (online)

INSTRUCTOR INFORMATION

Instructor: Mary Big Bow, MSW
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Office hours: As posted

COURSE DESCRIPTION

Human Behavior and the Social Environment I examines the theories and knowledge of biological, psychological, cognitive, spiritual, social, economic, racial, and cultural variables that influence human development from early childhood 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]

The following BSW program objectives are addressed in this course:

- #2 Apply the guiding principles and ethical standards of the National Association of Social Workers (NASW).
- #3 Practice without discrimination across diverse populations.
- #5 Apply strategies of advocacy and social change to advance social justice.
- #8 Apply evidenced-based theoretical frameworks to understand individual development and behavior across life span, between individuals, families, groups, organizations, and communities.
- #15 Demonstrate cultural competency in practice with diverse populations, specifically with Native American people.

COURSE OBJECTIVES

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

General Course Objectives:

1. Describe how social work values are used in working with individuals and families with emphasis on acceptance of others, including respect for the unique characteristics of diverse populations. (PO 2)

Measured by: Cultural Awareness Assignment

Critical Thinking Objectives

2. Reflect on own values and development to increase self awareness. Compare and contrast these values with National Association of Social Workers (NASW) principles and standards (PO 2)

Measured by: Paper 1/Developmental Niche and 2/ Cultural Awareness Assignment

3. Evaluate and critically analyze empirically based theories about human behavior in the social environment, especially ecological systems theory and or person in environment # 1 model as these relate to culture, communities, organizations, and economic systems. (PO 8)

Measured by: Papers 1/Developmental Niche and 2/Eriksonian perspective on rites of passage.

4. Discuss human needs, tasks, and behaviors during each of the developmental stages neonate to adolescence to understand the impact of ethics and values on the definition of normal human behavior from various cultural perspectives. (PO 2)

Measured by: Papers 1/Developmental Niche and 2/Eriksonian Perspective on Rites of Passage .

5. Apply and identify the guiding principles and ethical standards of the National Association of Social Workers (NASW). (PO 2)

Measured by: Developmental Niche Paper

6. Identify and provide examples of social change strategies that promote social and economic justice and become aware environmental, and micro-economic impacts of global decisions made by both national and international (i.e. the U.N., the I.M.F.) organizations. (PO 5)

Measure by: Developmental Niche Paper.

Cultural Objectives

7. Identify causes and forms of social injustice as they promote or deter people in maintaining or achieving health and well-being, particularly as these affect Native Americans, children, and other vulnerable populations. (PO 3)

Measured by: Developmental Niche Paper and Cultural Images assignment.

8. Utilize knowledge of cultural differences to help maintain the cultural integrity of Native American communities and other diverse populations and understand how cultural differences (eg beliefs, traditions, religions) impact personal and national participation at the global level. Discuss how knowledge of cultural difference (including beliefs, traditions, spiritual practices) impact individual and collective participation in global issues and help maintain cultural integrity of Native American communities and other diverse populations worldwide. (PO 15) *Measured by: Developmental Niche Paper.*

REQUIRED MATERIALS

1. Ashford, LeCroy and Lortie. 2006 Human Behavior in the Social Environment: A Multidimensional Perspective. Brooks/Cole
2. Fienberg, L. 1996 Transgender Warriors: Making History from Joan of Arc to Dennis Rodman. Beacon Press
3. Access to Internet.

COURSE REQUIREMENTS

Assignment Instructions/Class participation and attendance

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 assessment of the *student's commitment to and temperament for professional social work practice.*

Behaviors that *add* points to the instructor's assessment 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 assessment 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 Assignment: Begin a mosaic that represents elders from your community and/or life. All students will participate in creating this mosaic on one wall of hallway or classroom. Weeks 2-8. **Note:** this assignment will continue and will be due at the end of next quarter.
3. Three quizzes: Quizzes will review reading assignments to assess comprehension of assigned readings. Weeks 3, 6 and 9.
4. Two papers: The first paper, Developmental Niche 2-3 pages in length detailing the components of the developmental niche concept along with examples from the your (student's) childhood. Week 3. The second paper (no more than five pages) will provide the concept of rites of passage from an Eriksonian perspective and from two separate cultures

and how these rites aid in identity formation. Week 6. Each writing assignment will be discussed more fully in class.

5. Cultural Awareness Assignment: This assignment has two parts and detailed instructions/rubric is attached. Class discussion will be set aside throughout the quarter to work on this project. Week 10.

ATTENDANCE POLICY

Class attendance and participation is required to gain information required for assignments. Students are expected to obtain missed information from other students during their absence.

GRADING

Classroom participation and attendance	100 points
Cultural Images of Aging Mosaic	50 points
Three quizzes	30 points each; 90 points total
Two papers	160 points total
Cultural Awareness Assignment	100 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

Late work will automatically decrease by an entire grade each day it is late.

An Incomplete grade (“I”) for this course is NOT an option, except in cases of extreme emergency or the death of a family member. In either situation the instructor must be notified within 48 hours.

Grading criteria for writing assignments will be provided.

Week	Topic	Assignment – Due next class meeting
Week 1	Welcome, Introduction of Syllabus, Expectations Multidimensional Framework for Assessing Social Functioning Current-culture and the media	Ashford, LeCroy & Lortie Cultural Awareness Assignment needs list Begin/outline 1 st draft of paper 1 Chapter vocabulary, analysis form, basic research, & self assessment
Week 2	Chapter discussion-Assessing through cases Info re: Discussion: of papers Aging Mosaic-purpose and plan	Feinberg: Ch 1 and 2- Ch1-Two sexes and institutionalized racism Cultural Awareness paper focus list Polish 1 st paper
Week 3	1st paper due Aging Mosaic theme/background Quiz 1	The Biophysical Dimension for Assessing Social Functioning Ch.2 Begin/outline 1 st draft of paper 2 Mosaic-technology needs
Week 4	Chapter discussion-Implications for Practice	Feinberg: 3 & 4 View Masai Manhood
Week 5	Discussion	The Psychological Dimension for Assessing Social Development Ch 3 Polish 2 nd paper
Week 6	Chapter discussion-Implications for Practice 2nd Paper due Quiz 2	Feinberg: Ch 5 & 6
Week 7	Discussion Collage	The Social Dimension for Assessing Social Functioning Ch 4 Polish final paper
Week 8	Discussion	
Week 9	Language cognition culture link Discussion: Paper revision Quiz 3	Pregnancy, Birth, and the Newborn Ch 5
Week 10	Variations in cognitive development Discussion Final Paper due	View Discovering the Human Language
Week 11	Using your noggin What's next-HBSE II	YAHOO-TIME TO CELEBRATE THE HOLIDAYS

REFERENCES

- Alexie, S. (1993) *Tonto and the lone ranger fist fight in heaven*. Grove Atlantic Press
- Asford, J. B, Lecroy, C. W. & Lortie, K. (2001) *Human behavior in the social environment: A multidimensional perspective* (2nd Ed) Brooks & Cole
- Barry, D. (1992) *Dave Barry does Japan*, New York: Fawcett Columbine
- Bowling for Columbine*. (2002) [Video] Producer Michael Moore. United States: Inconolatory Productions Inc.
- Fienberg, L. 1996 *Transgender Warriors: Making History from Joan of Arc to Dennis Rodman*. Beacon Press
- Gardiner, H. and Kosmitzki, C. 2005 *Lives across Cultures: Cross Cultural Human Development* 3rd Ed. Allyn and Bacon.
- National Association of Social Workers (1997). *Encyclopedia of Social Work* (19th ed.) Washington DC: NASW Ohio University (2002) Writing Across the Curriculum-Teaching resources
- National Center for Cultural Competence <http://www11.georgetown.edu/research/gucchd/nccc/>
- Online Readings in Psychology and Culture* (2000) (Unit 2 Chpt 6) www.wvu.edu/~culture Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington.
- OWL Purdue University & Purdue University Planning Invention: When you start to write. http://owl.english.purdue.edu/handouts/print/general/gl_plan2.html
- Sevel, J, Cummins, L. & Madrigal, C. (1999). *Social work skills demonstrated: Beginning direct practice student guide & workbook*. Needham Heights, MA: Allyn & Bacon.
- 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.). Belmont, CA: Brooks/Cole.

Cultural Awareness Keystone Assignment Rubric

Part A

	Unacceptable	Basic	Proficient	Advanced
Historical events	<ul style="list-style-type: none"> ▪ No examples of historical events 	<ul style="list-style-type: none"> ▪ Cites 1-2 examples of historical events 	<ul style="list-style-type: none"> ▪ Provides 1-2 examples of historical events and ▪ Makes a connection of how histories shape relationships today 	<ul style="list-style-type: none"> ▪ Provides more than 2 examples of events and relationships and links historical events that impact past and present relationships of members and non members
Languages , behaviors, beliefs, values, & customs	<ul style="list-style-type: none"> ▪ No significant examples of how language shapes values, behaviors & beliefs ▪ No discussion of how language maintenance affects cultural identity 	<ul style="list-style-type: none"> ▪ One example of how language shapes values, behaviors & beliefs but incomplete or unclear ▪ Undeveloped discussion of how language maintenance affects cultural identity 	<ul style="list-style-type: none"> ▪ One or 2 examples of how language shapes value, behaviors & beliefs ▪ Discusses and rationalizes how language maintenance affects cultural identity 	<ul style="list-style-type: none"> ▪ Provides more than 2 examples of how language shapes values, behaviors & beliefs ▪ Provides a thorough analysis of how language maintenance affects cultural identity
Family structures, roles and responsibilities	<ul style="list-style-type: none"> ▪ No examples of family structures, roles and responsibilities that characterize this group ▪ No examples of ways of dealing individuals outside of family or group 	<ul style="list-style-type: none"> ▪ One example of how family structure, roles and responsibilities distinguishing this group ▪ Discusses and provides one example of ways of dealing with individuals outside family and/or group 	<ul style="list-style-type: none"> ▪ Provides 2 examples and discusses family structures, roles and responsibilities that typify this group ▪ Identifies and discusses 2 ways of dealing with individuals outside of family and group 	<ul style="list-style-type: none"> ▪ Gives 2 or more examples and discusses family structures, roles and responsibilities that distinguishes this group ▪ Examines these structures and links them to ways of dealing with individuals outside the family or group

Part C

Cultural Awareness Assignment

In preparing this assignment, utilize the following resources:

1) written material, journals, texts, particularly sociological research; 2) interviews with family members and others influential people in your life. Identify the resources you use. Cite written material and identify individuals you interviewed, including the role these individuals have played in your life.

	Unacceptable-0	Basic-1	Proficient-3	Advanced-4
Written Material	- No citations from written sources	- 1 documented written source - Source not cited or cited but not in APA format	- 2-3 documented sources - Sources high lighted mostly in APA format	-More than 3 Documented sources -Sources appropriately high lighted in APA format
Interviews with family members or other influential people in your life	- No interview	-1 interview -Little or no preparation for interview	-1 Interview -Prepared for interview-contacted and prepared questions for interviewee ahead to time -Signed informed consent form	-1-2 Interviews -Prepared for interview-contacted and prepared questions for interviewee ahead to time -Interviewee understood and signed informed consent form
Bibliography or Citation Page	- No bibliography or citation page	- 2-3 Sources Some sources missing information, incomplete - Format, either bibliography or citation page inconsistent	4 or more sources written and interview sources - Some incomplete information on sources -Format is appropriate	- 5 or more written and interview sources - Appropriate format used - Information is complete

Cultural Awareness Assignment Rubric

The goal of this assignment is to increase awareness of cultural dynamics that shape human behavior and values. For this assignment, awareness will focus on your own cultural heritage and the impact of this heritage on your behaviors and values. Use the writing rubric along with the following check off list and finally evaluation of this check off list. Note: You may use Practice I Family of Origin paper (assignment 1) to begin this project.

Part A: Prepare a carefully written description and analysis of how the below factors characterize your cultural identity. The cultural group which is the focus your paper, is the group to which you most closely identify (most frequently, this the culture of your family or origin or the culture in which you were raised as a child). The following must be included in your analysis:	
a. Identify and discuss significant historical events that have shaped past and current behaviors, beliefs, values, and customs of your cultural group, including attitudes towards both members of this group and non members	0-5 pts
b. Identify and discuss how the language(s) common to the selected cultural group shape the behaviors, beliefs, values, and customs of members of that group. Discuss how this language is maintained or abandoned in contemporary society and how this impacts the cultural identity of the selected group.	0-5
c. Identify and discuss family structures (both nuclear and extended family) that characterize this cultural group, expected roles and responsibilities within the family, and ways of dealing with individuals outside the family and outside the cultural group.	0-5
d. Identify and discuss the literary, artistic, and culturally relevant activities that inform and influence members of the cultural group. Discuss how the preservation and the loss of these activities impacts the cultural integrity of the group.	0-5
e. Identify and discuss the contemporary social, economic, and political issues of importance to members of this cultural group, including the successes and failures group members have had or are experiencing in attempting to deal with these issues. Also discuss how group members view social workers and others in the helping professions and their willingness to work with these professionals.	0-5
Part B: Prepare a carefully written description and analysis of how your cultural background has shaped your current behavior and your values.	
a. Review the above discussion of cultural factors that shape the behaviors and values of your cultural group. Discuss which of these factors have had the greatest influence on you, and how that influence is manifested in your current behavior and values. Also discuss those factors that you believe have had little impact on your behavior and values.	0-10 pt
b. Specify the degree to which you identify with this cultural group, noting ways in which you adhere to or diverge from the cultural expectations of the group. Provide examples of how this cultural identification affects the way in which you interact with people of the same cultural group and people who are not members of this cultural group. And finally discuss the benefits and liabilities of these cultural identifications	0-10
Part C: Resources	
a. In preparing this assignment, utilize the following primary resources: 1) written material, particularly sociological research; 2) interviews with family members and others influential people in your life; and finally 3) discussions with members of this cultural group, and 4) your own life experiences. Identify the resources you use. Cite written material and identify individuals you interviewed, including the role these individuals have played in your life.	0-5 pt

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.