

**SOCIAL WORK 235-WA
HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I
MARY BALDWIN UNIVERSITY
Fall 2020**

INSTRUCTOR: Christopher R. Jenkins, LCSW
Mobile Phone: 804-405-2862
Email: cjenkins@marybaldwin.edu

GENERAL INTRODUCTION

This course provides traditional and alternative paradigms for creating and organizing knowledge of human behavior and the social environment. The framework is developed for the Social Work Profession and geared towards the learning experience in gaining a professional identity, ethical practice, critical thinking and diversity in your practice. Social systems, life span and strengths approaches to understanding HBSE are introduced. This course will help you understand the individuals & populations you will provide services too. These theories will assist you in assessing your clients through the life stages and the environmental influences' impact upon behaviors. You will learn to engage, assess interventions, and evaluate progress towards an evidence-based practice.

COURSE COMPETENCIES AND PRACTICE BEHAVIOR

Competency 2.1.1 Demonstrate Ethical & Professional Behavior. Social Workers

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

Competency 2.1.2 Engage Diversity and Difference in Practice. Social Workers

- 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; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice. Social Workers

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

Competency 2.1.4 Engage in Practice-Informed Research and Research-Informed Practice. Social Workers

- 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; and

- Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 2.1.5 Engage in Policy Practice. Social workers

- 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 of 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 2.1.6 Engage with Individuals, families, groups, organizations, and communities. Social Workers

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

Competency 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities. Social Workers

- 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; and
- 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. Social Workers

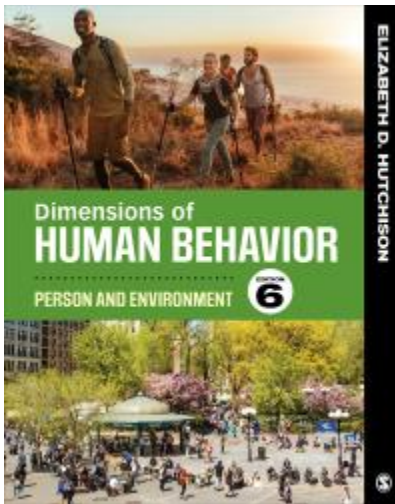
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;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

Competency 9-Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social Workers

- 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; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

TEXT

Dimensions of Human Behavior: Person and Environment, 6th Edition, Hutchison, Elizabeth D., SAGE Publications, 2019, ISBN: **978-1-544-33929-0**



Web link for ordering books online: <https://marybaldwin.textbookx.com/institutional/index.php>

(Important Note: This textbook will also be used for SOWK 236-WA Human Behavior and Social Environment II)

Special accommodations, as suggested by MBU Disability Services, are not retroactive.

Please note that timely participation in the class and completion of the assignments will allow for the most optimal learning experience. Therefore, it is my expectation that assignments, reading and written work will be completed by their due dates. If assignments are late, grades are lowered by a letter grade for each late day and assignments submitted more than 5 days after their due date will not be accepted. You are strongly encouraged to communicate with me in advance of a due date if you are having difficulty completing an assignment.

No extensions are permitted for discussions, tests, or assignments, unless approved by instructor.

Resources:

Computer Helpdesk: help@marybaldwin.edu; 540-887-7075

The Academic Resource Center: Go to Baldwin Online and select Academic Resource Center for Student Success. Link is: <https://marybaldwin.edu/academic-resource-center/>

WRITING RESOURCES

Using the writing center as a resource: <http://www.marybaldwin.edu/writing-center/>

Correct citations: <http://www.citationmachine.net>

Gaining access to the Grafton Library and *The Encyclopedia of Social Work*:

http://youtu.be/ZU_WeFfn-JU

STUDENT EXPECTATIONS:

Honor Code: For all assignments, students are allowed to use internet sites and collaboration with other students/professionals are allowed as long as the ideas are your own and every student will agree to uphold the integrity of the honor code and refrain from plagiarism by citing all sources in all of the homework assignments.

****Should I or other students witness Honor code infractions, a report be sent to the honor council chairwoman by email or filing an incident report. If the honor code offense is related to a course assignment, the assignment will not receive a grade until the matter is resolved by the Honor Council.

In most instances, the first incidence of such failure to properly cite and/or use a reference will require that the assignment be revised and corrections made to get a grade. If no revisions have been made and turned in, you will receive a zero.

ET POLICY: I do not like to grant ETs, but I will do so if the student has completed at least half of the work required and requests an ET **from their academic advisor** at least 2 weeks before the end of the semester. You cannot take HBSE II without completing HBSE I.

NON-PARTICIPATING STUDENTS: You must turn in your first assignment on time, especially if you are getting financial aid, which is very strict about class participation. If your first assignment is not turned in on time, you may be dropped from the class automatically due to financial aid rules. I am instructed by the university to notify advisors and the registrar about any non-participating students.

DISCUSSION BOARD: Discussions allow us to explore course material at a more personal and critical level and interact with the ideas and impressions of other students. Interactivity between students is expected.

TESTS: Chapter tests will be open for one week. They are open book and timed. You will not be able to take them once the due date is closed unless you have permission.

WRITTEN ASSIGNMENT "PAPER": Students are expected to work on their "Understanding Theory" Paper throughout the semester. The purpose of this assignment is to summarize and apply the concepts learned.

LATE WORK: Completion of assignments in a timely manner is expected. The instructor may deduct points for late work. Students are strongly encouraged to communicate with me in advance of the due date if you are experiencing difficulty in turning in your paper and need to request an extension.

GRADING AND ASSIGNMENTS: The final grade for the course will be determined by the following:

Class Discussions (and Course Evaluation)

10 pts each

70 pts total

Chapter Tests

40 pts each

300 pts total

“Understanding Theory” Paper

130 pts total

GRADING SCALE - 500 total points possible

Percentage	Course Grade	Minimum Points Needed
93-100	A	465-500
90-92	A-	450-464
87-89	B+	435-449
83-86	B	415-434
80-82	B-	400-414
77-79	C+	385-399
73-76	C	365-384
70-72	C-	350-364
67-69	D+	335-349
63-66	D	315-334
60-62	D-	300-314
0-59	F	Under 300 points

Course Schedule

(Note: This course is a Prerequisite for a social work course. You must complete this course with a minimum of C- before taking SOWK 335. Failure to do so will require that this course be retaken. Failure to submit the Final Assignment will result in a failing grade for the course per academic policy.)

Mon. Aug. 24	Class begins; Engage in Discussion 1 and Begin Reading Chapter 1
Mon. Aug. 31	Complete Class Discussion 1
Mon. Sept. 7	Complete Chapter 1 Test; Engage in Discussion 2 and Begin Reading Chapter 2
Mon. Sept. 14	Complete Class Discussion 2
Mon. Sept. 21	Complete Chapter 2 Test; Engage in Discussion 3 and Begin Reading Chapter 3
Mon. Sept 28	Complete Class Discussion 3
Mon. Oct. 5	Complete Chapter 3 Test; Engage in Discussion 4 and Begin Reading Chapter 4
Mon. Oct. 12	Complete Class Discussion 4
Mon. Oct. 19	Complete Chapter 4 Test; Engage in Discussion 5 and Begin Reading Chapter 5
Mon. Oct. 26	Complete Class Discussion 5
Mon. Nov. 2	Complete Chapter 5 Test; Engage in Discussion 6 and Begin Reading Chapter 6
Mon. Nov. 9	Complete Class Discussion 6
Mon. Nov. 16	Complete Chapter 6 Test; and Complete Course Evaluation
Mon. Nov. 23	“Understanding Theory” Assignment DUE
Fri. Dec. 4	Last Day of Semester

“Understanding Theory” Assignment

The goal of this assignment is for students to demonstrate their understanding of the biopsychosocial spiritual framework and apply it in assessing and potentially intervening with a specific client population or presenting an issue or problem.

Assignment Instructions:

- Write a 7-page paper (including title and reference pages; excluding an abstract page) which defines and explores the use of theory and the biopsychosocial-spiritual framework in social work practice
- The paper should contain three sections addressing the following elements:
 - Define the term theory and explain why it is important as it relates to social work practice. (Should be about 1 page)
 - Define and describe the biopsychosocial spiritual framework and discuss its relevance and importance to social work practice. (Should be about 2 pages)
 - Show how the biopsychosocial spiritual framework could be used to understand and assess, and potentially intervene, with a specific population or social problem (students may choose) (Should be about 2 pages)
- Students should utilize a minimum of (6) peer-reviewed journal articles in preparing this paper, in addition to our course textbook. Guide to Library Resources in Social Work at Grafton Library: https://www.youtube.com/watch?v=ZU_WeFfn-JU
- The paper should demonstrate an adherence to APA formatting and style, and be typed in 12pt font Times New Roman with 1” margins all the way around.

Grading Rubric:

- Paper addresses all components of the assignment, demonstrates critical thinking, and illustrates comprehension of core concepts (100 pts total)
 - Defining theory and explaining its importance (20 points)
 - Defining and describing the biopsychosocial spiritual framework (40 pts)
 - Using biopsychosocial spiritual framework to assess a problem or person and plan an intervention (40 pts)
- Paper demonstrates professional writing style as evidenced by sentence fluency, smooth transitions, correct grammar, and spelling (10 pts)

- Paper demonstrates scholarly use of the literature as evidenced by appropriate use of relevant citations and paraphrasing and inclusion of references (10 pts)
 - Recommendation: I would suggest reviewing the professional literature for articles that might support and inform your exploration of the following subtopics within your paper:
 - Using Theory in Social Work
 - Biological Dimension
 - Psychological Dimension
 - Social Dimension
 - Spiritual Dimension
 - Your specific population or social problem
- Paper demonstrates adherence to APA formatting guidelines (10 pts)