

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

INSTRUCTOR: D. Parrish LPN/LCSW

Phone: 540-767-6173 (Please email questions with specific details due to flexible RHEC hours)

Email: dparrish@marybaldwin.edu

Roanoke Higher Education Center, Suite 816

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 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 | 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**

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 quizzes, tests, exams unless approved before due dates.

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/>

Click to apply for an appointment for a tutor.

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 & group presentations, 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 up hold the integrity of the honor code and reframe 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 ET's, but I will do so if the student has completed at least half of the work required and requests the ET at least 2 weeks before the end of the semester. You cannot take HBSE II without completing HBSE I.

SPECIAL INSTRUCTIONS FOR ONLINE COURSES

FEEDBACK-I will review assignments at least twice a week following deadlines. **Please note that if you don't turn in the first assignment on time and are getting financial aid, you may be dropped from the class automatically due to financial aid rules. If you find it difficult to get in your paper in during the 1st week of drop/add please notify me by email and give the reason why. "I'm too busy is not a good reason." Financial aid is very strict about participation in the 1st week and the registrar will be notified about non-participation.**

PLEASE NOTE: Completion of assignments in a timely manner is not only expected but will be given a penalty of 2 points off for each day late and a deduction of a grade level after five days. After 2 week of the due date, the paper will not be accepted. You are strongly encouraged to communicate with me in advance of the due date if you are experiencing difficulty in turning in your paper.

TESTS:

The chapter tests will be open for *three days for a one time attempt for 2 hour window* and you will not be able to take them once the due date is closed unless you have permission.

Course Schedule will be added later.