

SW 310: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

Fall 2012: September 4th – December 4th



Professor: Dr. Erin Comartin	Class Day/Time: T 5:30-8:50pm
Office Hours: T 3pm-4pm & By Apt.	Class Building/Room: SFH 272
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**email is the best way to contact Dr. Comartin.*

Course Description

This course explores the theories and current knowledge of human behavior and bio-psycho-social-spiritual development from birth to adolescence from a generalist social work perspective, including a focus on how the micro, mezzo, and macro systems impact behavior development. Attention is given to the role of culture, race, ethnicity, social class, gender, age, ability and sexual orientation in human development and behavior.

Course Prerequisites

Admission to BSW Program; Successful completion of BSW Pre-requisites.

Course Objectives

Upon completion of the course, students will be able to:

1. Describe the major contributions of several developmental theorists from birth to adolescence and place these contributors in their historical frames. [EPAS: 2.1.1,3,6-7]{Assessment: Developmental Theory Paper; Exam 1, Exam 2}.
2. Explain what the ecological model, systems theory, and person-in-environment conceptualization mean as they relate to social work practice. [EPAS: 2.1.1,3,6-7,10]{Assessment: Exam 1; Exam 2}.
3. Identify normal biological, psychological, and social developmental milestones from infancy through childhood. [EPAS: 2.1.1,3,6-7,9-10]{Assessment: Exam 1, Exam 2}.
4. Discuss important factors of human diversity including race, ethnicity, religion, gender, and sexual orientation their impact on human behavior and development from infancy through childhood. [EPAS: 2.1.1-5,7,& 9]{Assessment: Exam 1, Exam 2}.
5. Recognize various indicators of abnormal development and developmental crises from infancy through childhood. [EPAS: 2.1.3,6-7,9-10]{Assessment: Exam 1; Exam 2}.
6. Identify and provide examples of social interventions in response to the indicators of abnormal development, with special emphasis on the macro systems. [EPAS: 2.1.6-10]{Assessment: Developmental Theory Paper; Exam 1, Exam 2}.
7. Demonstrate competency in bio-psycho-social assessment of real life situations using the social history outline common to social work practice. [EPAS: 2.1.3,7,9-10]{Assessment: Exam 1, Exam 2}.
8. Identify through introspection and self-evaluation, personal biases, prejudices, or cultural barriers that might hinder objective analysis of human behavior and development in a social work setting. [EPAS: 2.1.1-4]{Assessment: Developmental Theory Paper}.

Required Textbooks

All books are available at the Oakland University Bookstore and Textbook Outlet.

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

Ashford, J. & LeCroy, C. (2013). *Human behavior in the social environment: A multidimensional perspective* (5th Ed.). Belmont, CA: Brooks Cole.

Austrian, S. G. (2008). *Developmental theories through the life cycle* (2nd Ed.). New York: Columbia Univ. Press.

Other readings will be assigned in this class that can be found on moodle.

Student Expectations

Attendance

Students are active participants in their learning experiences and must take responsibility for achieving their potential through successful completion of each stage of their studies. Regular attendance and academic achievement are closely linked. Students who regularly attend classes are more likely to enjoy a rewarding experience in which core skills and abilities are developed. Attendance is a key component in student retention, progression, achievement and employability. It is the expectation of this University that students attend all course sessions. Should a student need to miss a course for legitimate reasons, such as illness, etc., they should inform the professor. They will also be asked to provide written proof of their reasons for missing a course in the event that the professor decides to allow the student to make up work that was missed.

Absences

You are allowed to miss one entire class without a penalty. If you arrive late or leave early, it counts as ½ of a week absence. Therefore if you are late or leave early twice in a semester, you have accrued one absence. Students who exceed the allowable absences will lose 50% of the 40 participation points per additional absence. For example, if you have a weekly class and miss class twice, your final grade will be deducted 20 points.

Students are responsible for all material covered in class. You will get the material from a classmate, not the professor. Please buddy with someone in class to get the handout for an absence. For an absence to be excused, it must meet Oakland University's policy which is described below. An excused absence does not excuse an assignment due date. All assignments are still due unless arrangements are made with the professor prior to the due date. There will be no exceptions to this policy:

- A *verifiable* medical excuse that is provided the first class period that the student returns.
- Bereavement- documentation required
- Jury Duty- documentation required
- Religious Holiday

Classroom Civility

Classroom civility is a crucial aspect of a beneficial learning environment. The conduct of both students and professors should contribute to a classroom culture that is respectful, engaged, and productive. It is the responsibility of class members to uphold the ethic of civility in the classroom. The following guidelines for appropriate conduct will be applied:

Cell Phones/Laptops

The use of cell phones is permitted during breaks. This professor requests that all phones be put on silent or vibrate during class session. If you need to take a phone call, please exit the classroom and take the call in the hallway. Texting in class is not allowed.

Laptop use is allowed if you adhere to the following laptop etiquette:

Laptops are allowed in the classroom for the purpose of note taking or presenting information to the class. Answering emails, working on assignments, viewing sites unrelated to the course are prohibited. If the professor sees you texting or using your laptop outside of the above parameters, you will be asked to leave the class. There are absolutely no exceptions to this policy.

If these rules are not followed by one or more students, the professor will no longer allow laptops in the classroom.

Classroom Deportment

Refrain from side conversations and unrelated remarks during class. Treat other students and your professors with courtesy. Address personal class-related problems with your professor during office hours or outside of class. Failure to follow these guidelines may result in corrective action by professors at their discretion. Students who disrupt class may be asked to leave in order to provide a positive learning environment for others. It is my expectation that both learners and professor will strive at all times to be respectful of one another. This includes being polite in our language and sensitive to the feelings of others in our discussions and responses to our fellow student's comments. We will be tolerant of ideas that are different from our own and attempt to appreciate how these differences may be applied and understood.

Open-Mindedness

In the University learning environment, each learner brings a variety of life experiences and points of view to the classroom. I encourage you to come to the classroom with an open mind and a willingness to see other perspectives. You are not expected to agree with another perspective, but to listen respectfully and appreciate that it exists.

Academic Dishonesty

Plagiarism is representing the work of another as your own. Taking a single sentence from a website and using it in the body of your paper without proper citation (quotes and website address in APA format) constitutes plagiarism. **To combat plagiarism you are expected to attach the first page of every article/book used in your paper.**

Please review the University's policy on Academic Honesty. Oakland takes academic integrity very seriously. You are responsible for knowing Oakland's policies. **Papers are routinely checked for plagiarism** and when identified will be referred to Social Work Administration and subsequently the Dean of Students. This is Oakland University policy and there are no exceptions. The consequences for a student found guilty of plagiarism are:

- A ZERO (0) on the assignment
- As a result of the zero, the possibility of course failure
- And/or dismissal from the program
- This does not include any consequences imposed by the Dean of Students.

Writing Skills

The ability to write effectively is an important social work skill. Accordingly, the quality of the written product is considered important in this class. All papers will be graded based upon their content and presentation (e.g., organization, clarity, grammatical accuracy) as well as their compliance with APA formatting. **All written work MUST include a completed Writing Checklist (posted on Moodle) in order to be graded, and is ONLY accepted as a hard copy.**

Due Dates

Weekly reading assignments:

1. Due at the **beginning of class (5:30pm on Tuesdays)**.
2. Turned in by *hard copy only*.

Developmental theory paper:

1. Due **just prior to the beginning of class (5:29pm on 11/13/12)**.
2. Turned in *by email only*.

Unless prior arrangements have been made (see section of this syllabus about verifiable absences), **ten percent (10%) of the grade for the assignment will be subtracted per day for late papers and five percent (5%) for papers handed in after the beginning of class on the due date.** If you are ill, the developmental theory paper is still due.

****ALL ASSIGNMENTS MUST BE COMPLETED WITHIN 5 (FIVE) DAYS (including weekends) OF THE DUE DATE. All assignments must be completed to pass the course. There are no exceptions to this policy.**

Evaluation

Class time will consist of lecture, group work, and case studies. Students are expected to be prepared to contribute to discussions by having completed the assigned readings before class. Additionally, the assignments selected for this course are designed to integrate your learning, develop critical thinking, and help you apply your learning to social work practice.

In addition to these expectations, it is expected that students in this particular course will follow these additional guidelines:

1. All written assignments should use the American Psychological Association (APA) style of referencing. All papers should be 12 point font, typed, and double spaced.

2. All written documents should reference scholarly books and articles found through the university's library system. Papers should not reference open-source internet information that has not been peer-reviewed by experts in the field (ex. Wikipedia), as this information may not be accurate.
3. Students are expected to complete the readings for each class session prior to the beginning of class.
4. Students are expected to actively participate in each session. Sharing information, resources, ideas and practical experience is essential to growth as a social work professional.
5. Students are expected to comply with the National Association of Social Workers Code of Ethics: <http://www.socialworkers.org/pubs/code/code.asp>.
6. All students are expected to exhibit confidentiality within the classroom. While confidentiality is encouraged by the professor, it cannot be guaranteed.

Professor Expectations

1. Have knowledge of the course content.
2. Facilitate a stimulating and safe educational experience for students.
3. Hold office hours for student consultation.
4. Provide constructive and timely (generally within 1-2 weeks) feedback on student assignments.
5. Give as much advance notification for class cancellations and changes to syllabus.
6. Request and consider student feedback on the course assignments and class outline.
7. The professor will respond to student emails within 48 hours.

Student Assistance

The university offers student assistance for students with disabilities and/or writing assistance. The contact information is listed below. If you are unsure of your eligibility for these services please see the professor for assistance in navigating the university system. Students eligible for disability services are encouraged to notify the professor at the beginning of the semester so that appropriate accommodations can be made. Please request to meet with the professor outside of class to discuss your individual needs.

Disability Support Services

<http://www.oakland.edu/dss>

Ph: (248) 370-3266

dss@oakland.edu

Writing Center

<http://www.oakland.edu/ouwc>

Ph: (248) 370-3120

ouwc@oakland.edu

Grading. Students will be able to earn 400 total points in this class. Grading is in accordance with Oakland University's grading policy (below).

Points	# Grade	Grade	Points	# Grade	Grade	Points	# Grade	Grade	Points	# Grade	Grade
392-400	4.0		352-359	3.5		316-319	2.9		276-279	1.9	
384-391	3.9		344-351	3.4		312-315	2.8		272-275	1.8	
376-383	3.8	A	336-343	3.3		308-311	2.7		268-271	1.7	
368-375	3.7		328-335	3.2	B	304-307	2.6		264-267	1.6	
360-367	3.6		324-327	3.1		300-303	2.5		260-263	1.5	D
			320-323	3.0		296-299	2.4	C	256-259	1.4	
						292-295	2.3		252-255	1.3	
						288-291	2.2		248-251	1.2	
						284-287	2.1		244-247	1.1	
						280-283	2.0		240-243	1.0	

Assignments

1. Reading Journals – 100 points (25% of grade)

Due: Weekly

Ten (10) short papers about the assigned weekly readings. Due at the beginning of class, hard copies will **only** be accepted. These journals cannot be turned in via email. Follow "*What? So What? Now What?*" outline below.

2. Exam 1 – 80 points (20% of grade)

Due: 10/23

An objective, multiple-choice test – A review guide will be provided.

3. Developmental Theory Paper – 100 points (25% of grade)

Due: 11/13

Choose one of the developmental theories covered in class and write a critique. See rubric below. Due by email at 5:29pm on 11/13/12. Your paper **must** be proofread prior to the due date, and your proofreader must complete and sign the writing checklist.

4. Exam 2 – 80 points (20% of grade)

Due: 11/27

An objective, multiple-choice test – A review guide will be provided.

5. Participation – 40 points (10% of grade)

Due: Weekly

Participation points are given to those who not only show up to class, but further contribute to the discussion and assigned tasks. For some students, this means learning to speak up, to add comments or to raise questions. For others, it means being sensitive and allowing others to contribute. Participation points can be granted for engagement in classroom discussion, written in-class activities that are turned in at the end of class, and by helping other students learn the material. *Ten of the 40 participation points are student self-evaluations due week 9 and the last day of class.*

Tentative Course Outline:

Assignment Due Dates are in Bold; Assigned readings are in Italics

Week	Date	Topic
Week One:	9/4	Course Overview
Week Two:	9/11	Overview of the Multi-Dimensional Framework <i>Ashford & LeCroy Ch. 1, Bronfenbrenner (1994); Watch Feral Children Video (Moodle)</i>
Week Three:	9/18	The Multidimensional Framework – Sociological Dimension <i>Ashford & LeCroy Ch. 4</i>
Week Four:	9/25	The Multidimensional Framework – Biophysical Dimension <i>Ashford & LeCroy Ch. 2</i>
Week Five:	10/2	The Multidimensional Framework – Psychological Dimension <i>Ashford & LeCroy Ch. 3</i>
Week Six:	10/9	Pregnancy & Fetal Development <i>Ashford & LeCroy Ch. 5; Coie et al. (1993); Shankaran et al., (2007)</i>
Week Seven:	10/16	Infancy - Developmental Theories, Emotions <i>Ashford & LeCroy Ch. 6 pp. 243-266; Austrian Ch. 1, Ch. 2 pp. 7-58; Caughy et al. (1994)</i>
Week Eight:	10/23	Infancy – Attachment, Family Exam1; <i>Ashford & LeCroy Ch. 6 pp. 266-301; Austrian Ch. 7; Hunt & Hauck (2006); Taylor et al. (1999)</i>
Week Nine:	10/30	Early Childhood - Developmental Theories, Emotion, Physical Development, Disease, Abuse & Neglect, Poverty Self-evaluation; <i>Ashford & LeCroy Ch. 7; Austrian Ch. 1; Masten (1990); Rodning (1989); Amato & Keith (1991); Belsky (1993); Brooks-Gunn & Duncan (1997); Brown (1998); Kaplan (1999)</i>
Week Ten:	11/6	Middle Childhood - Developmental Theories, Gender, Family, Socialization, Parenting <i>Ashford & LeCroy Ch. 8; Austrian Ch. 2 pp. 79-103 (Piaget), Lin & Fu (1990)</i>
Week Eleven:	11/13	Middle Childhood - Physical Development, PDD, Disease, Abuse & Neglect, Mental Illness, Social Policy, Poverty, Assessment Issues Developmental Theory Paper; <i>Austrian Ch. 2 pp. 103 (Piaget)-132; Kaufman & Karpati (2007); Mullen (1996); Putnam (2003)</i>
Week Twelve:	11/20	Adolescence- Development <i>Ashford & LeCroy Ch. 9; Austrian Ch. 4</i>
Week Thirteen:	11/27	Adolescence- Hazards Exam2; <i>Coghill & Marcovitch (2004); Fergus & Zimmerman (2005); Hawkins et al. (1992); Hughes et al. (2005); Valkenburg & Peter (2009)</i>
Week Fourteen:	12/4	Course Wrap-up & Review Paper Revisions Due; Self-evaluation

The professor reserves the right to modify this outline

Bibliography

- Allport, W. G. (1954). *The nature of prejudice*. Cambridge, MA: Addison-Wesley.
- Bettelheim, B. (1983). *Freud and man's soul*. New York: A.A. Knopf/Random House.
- Billingsley, A. (1992). *Climbing Jacob's ladder: The enduring legacy of African-American families*. New York: Simon & Schuster.
- Faludi, S. (1991). *Backlash: The undeclared war against American women*. New York: Doubleday.
- Faludi, S. (1999). *Stiffed: The betrayal of American men*. New York: Morrow.
- Fromm, E. (1973). *The anatomy of human destructiveness*. New York: Holt, Rinehart & Winston.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Gutiérrez, L., Parsons, R., & Cox, E. (1998). *Empowerment in social work practice*. Pacific Grove, CA: Brooks/Cole.
- Marlatt, A. (1998). *Harm reduction: Pragmatic strategies for managing high-risk behaviors*. New York: Guilford Press.
- Peele, S. (1989). *Diseasing of America*. Lexington, MD: Lexington Books.
- Saleebey, D. (2006). *The strengths perspective*. Boston: Allyn & Bacon.
- Van Wormer, K. (2001). *Counseling female offenders and victims: A strengths-restorative approach*. New York: Springer.
- Van Wormer, K. & Davis, S. (2007). *Addiction treatment: A strengths perspective (2nd ed.)*. Belmont, CA: Wadsworth.

Reading Assignments: What? So What? Now What?
(100 points- 10 points each for 10 classes)

Each week you will turn in a typed, 1-2 page paper about the readings that will be discussed in class that day (prior to our class discussion). The paper should be organized into three sections: what, so what, now what.

What? Write approximately one paragraph about the “most important” or “most useful” points you learned from the readings assigned for today’s class. In this section you only describe what you found interesting.

So what? In this section, write about why this/these points from your reading were interesting to you or why the point(s) is important for the field of social work. Did the reading discuss something new you had never been exposed to? Did the reading explain a concept that you had experience with but now see more clearly or from a different perspective?

Now what? In this section, write about what has changed now that you have done this reading. Has the point(s) changed your opinion, knowledge or behavior? What might you do differently as a social worker now that you have done the readings? In this section you can also write about any further questions you have about the material that did not make sense to you or something that you wish the authors would have covered.

Turn in your paper, with your name and date at the top, no later than the class start time. Papers turned in after the class start time will receive an automatic 2 point deduction.

Critique of Developmental Theory Paper - 100 points (25% of grade)

Due: 11/13

Choose one of the following for your final paper:

- A scientific critique of Freud's Oral stage based on evidence that the longer breast-feeding occurs the better the health outcomes for children.
- A scientific critique of Freud's Latency stage based on evidence that childhood is a key time for forming sexual identity.
- A patristic critique of Erikson's Industry vs. Inferiority stage based on the differences in gender expectations between boys and girls.
- A cultural bias critique of Piaget's moral development during the concrete operations stage based on child soldiers in Mozambique.

Present your argument using a 2-page/briefing format. This includes (hint, may be good headings):

- **Executive Summary:** A short summary (about 150 words) of the purpose of the brief and its recommendations.
- **Statement of the Issue/ Your Critique:** Phrase the topic as a question that requires a decision.
- **Background (of the problem):** This section provides the essential facts a decision maker needs to know to make a change. You must include a brief overview of the theory or stage of the theory, relevant biological, sociological, and/or psychological information.
- **Statement of Social Work's Interests in the Issue:** Remind the reader of why the critique matters. Supplement this section with charts/graphs that YOU CREATE to provide a visual demonstration of your point.
- **Possible Solutions:** This section identifies the possible (even if unfeasible) solutions to **remedying the theory you chose – not the problem!** Best practice is to include 3-5 solutions.
- **Advantages and Disadvantages of Each Solution:** The pros and cons of the solutions you identified in the previous section. Some options have only 1 pro but several cons... this is always the case. Presenting the information effectively helps persuade your audience, often why bullet points are helpful here, as is using a suggestive ordering (e.g., start with the worst options).
- **Your Recommendation:** Which solution do you recommend, along with a brief statement about why.

(Adapted from http://www.rhsupplies.org/fileadmin/user_upload/toolkit/B_Advocacy_for_RHS/Guidelines_for_Writing_a_Policy_Brief.pdf)

READ THE POLICY BRIEF & THE TWO PAGER TO FULLY UNDERSTAND THE PURPOSE OF A BRIEF!!!

Please include an APA title page and APA references page.

Follow APA style throughout.

You need to include AT LEAST 1 chart/graph that **YOU CREATE**.

*****MUST BE LIMITED TO 2-PAGES OR ASSIGNMENT IS INCOMPLETE.**

Submit the following with your paper:

1. Completed Paper Review Checklist- turned in on due date by *hard copy only*
2. First page of the articles or books you used in your paper- turned in on due date by *hard copy only*

Critique of Developmental Theory Paper - 100 points (25% of grade)

Due: 11/13

Grading Rubric – 100 Points Possible

Content (following recommendations from The Policy Brief) - 75 points									
Focused on Achieving Goal									
Professional, Not Academic									
Evidence-based									
Limited									
Succinct									
Understandable									
Writing Style (15 points) (Includes conciseness, grammar, spelling, sentence structure, word choice, word repetition, & word usage [including idioms & jargon])					APA Format (10 points) (Includes citations, references, page setup, headings, spacing, number formatting, & group labels)				
0 errors		0	Points Lost	0-1 errors		0	Points Lost		
1-2 errors		-3		2-3 errors		-3			
3-5 errors		-7		4-6 errors		-5			
5-7 errors		-10		7-8 errors		-8			
8-10 errors		-15		9+ errors		-10			
Total Points _____									
Point Adjustments									
Late Submissions			Incomplete Submissions						
15 minutes after class - end of class		-5	Points Lost	Writing check-list not included		-6		Points Lost _____	
1 day late		-20		Proofread copy not included		-15			
2 days late		-40		First page of articles not included		-15			
3 days late		-60							
4 days late		-80		Adjusted Total _____					
5 days late		-100							
Rewrite Eligibility									
Submitted on-time with completed writing checklist (no more than two errors) and with proofread draft							May Rewrite		

Syllabus Agreement

I _____ agree that I have read the attached syllabi for SW 310 (HBSE I). I will adhere to the policies and procedures delineated in the document. Specifically I understand that:

- All assignments must be completed within 5 days of the due date to pass the class.
- All papers must include a completed writing checklist to be graded.
- I have read and understand the late/absence policy for both attendance and due dates.
- Inappropriate texting/laptop use will result in being asked to leave the classroom.
- I have read and will abide by the classroom civility policy.
- I understand what plagiarism is and Oakland University's policy regarding plagiarism.
- I have met all of the prerequisite and co-requisite requirements for this class.
- I will contact Dr. Comartin by email prior to being absent.
- I have read and will abide by the attendance policy.
- I will contact Dr. Comartin by email or phone with questions regarding the course.

Signature

Date