



**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
BSSW Program**

**SW 314 – Human Behavior in the Social Environment
3 credit hours
Spring 2018**

Instructor:	Phyllis Thompson	Phone:	210-748-1861
Class Time:	Tuesday and Thursday 2:10-3:25 pm	E-mail:	pthomp11@utk.edu
Class Location:	HBB 136	Office:	Henson 320
Section:	001	Office Hours:	Tuesday 12:00 -1:30 pm & by appt.

Prerequisites: SW 200 and SW 250; English 101 & 102. Social work majors only. Students in majors other than social work may register for course with consent of instructor.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (<http://www.csw.utk.edu/docs/BSSWHandbook.pdf>). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.

- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.
- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "[Hilltopics](#)". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity ([Hilltopics](#)).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>

Disability Services

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity,

gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Inclement Weather

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

BSWO

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

Classroom Etiquette

Students are expected to demonstrate professionalism. The use of cell phones is unacceptable in class, with the exception of specific instructor-initiated activities that may require the use of electronics. Cell phones should be silenced at all times. If there is an emergency situation in your life and you need to keep your phone on vibrate, please inform instructor before class. The use of cell phone during class is disrespectful to peers and the course instructor. If you are texting during class you will be asked to leave. All headphones, ear buds, and other listening devices should be removed from ears, head, and neck during class time. The instructor reserves the right to disallow the use of laptops in class if he feels students are using them inappropriately (e.g. instant messaging, typing emails, or web surfing) and distracting others.

Course Description

This course examines frameworks, theories, and research that address a culturally sensitive understanding of human development and behavior. Lifespan and neurophysiologic development in an ecological and transactional framework provides a foundation for understanding the processes of human development and how these processes are influenced by culture and the environment. The course examines the effects of risk and protective factors at various ecological levels, such as attachment, poverty, and culture on developmental milestones. It includes neurophysiologic development across the lifespan, starting with early childhood; the profound influence of the environment on these processes; and implications for early prevention, treatment, policies, and services. Typical development will be covered as well as atypical developmental patterns that are consistent with neurodevelopmental disorders. Processes critical to human behavior and risk and resilience for vulnerable populations are emphasized to understand individual or family behavior.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Describe the applicability of biological, psychological, and social science perspectives of human behavior to the practice of social work. 6.1, 7.2, 8.2, 9.2

2. Understand the social systems framework as it pertains to a person-in-environment perspective of individuals, families, or people in groups. 6.1, 7.2, 8.2, 9.2
3. Identify and describe the sources of human diversity in the lives of individuals, particularly those who are involved as clients in professional relationships with social workers (see also the CSW Dimensions of Diversity Statement). 1.2, 2.1, 2.2, 2.3,
4. Explain the dual perspective developed by members of oppressed groups in our society. 2.1, 2.2, 2.3
5. Describe growth and development through the life cycle; the significance of risk and resilience. [*Adverse Childhood Experiences and their impact on human development across the lifespan.*] 6.1, 7.2, 8.2, 9.2
6. Describe the impact of homophobia, racism, sexism, sizeism, and other forms of oppression on individual development, family systems, groups, organizations, communities, and professional social work practice. 2.1, 2.3, 6.1
7. Describe human behavior in systems of different sizes, including individuals, families, groups, organizations, and communities. 2.1, 6.1, 7.2, 8.2, 9.2
8. Apply knowledge of neurophysiology; understand the role(s) and effect(s) of trauma and chronic stress on brain development, and the impact on adaptive and maladaptive environments of client systems. [*Highlight Adverse Childhood Experiences research as it relates to the long-term impact of toxic stress.*] 4.3
9. Explain the roles of neurophysiology, adaptive and maladaptive environments, and experiences, including the effects of trauma and chronic stress, on brain development and the role of genetics and epigenesis in development during the sensitive period of the first three years of life and across the life span. 4.3

Valuable Internet Sites

American Academy of Child & Adolescent Psychiatry	http://www.aacap.org/index.htm
American Professional Society on the Abuse of Children	http://www.apsac.org
American Psychological Association	http://www.apa.org
Blueprints Series	http://www.colorado.edu/cspv/blueprints
The California Evidence-Based Clearinghouse for Child Welfare (CEBC)	http://www.cachildwelfareclearinghouse.org
Campbell Collaboration	http://www.campbellcollaboration.org
Center for Disease and Control	http://www.cdc.gov
Children, Youth & Family Consortium	http://www.cyfc.umn.edu
Gay and Lesbian National Helpline	http://www.glnh.org
Latino Social Workers Organization	http://www.lsw.org
League of United Latina American Citizens	http://www.lulac.org
National Association of Social Workers	http://www.nasw.org
National Center of Human Rights Education	http://www.pdhre.org/chre/index.html
National Indian Child Welfare Association	http://www.nicwa.org
National Institute of Child Health & Human Development	http://www.nichd.nih.gov
National Network for Immigrant and Refugee Rights	http://www.nnirr.org/
US DHHS Administration for Children & Families	http://www.acf.hhs.gov

Learning Environment

The professor will draw from a variety of teaching methods including case studies, class discussions and dialogue, readings, writing, lectures, class audiovisual materials, experiential exercises, small group activities, and role plays. These methods will be used to enhance the understanding of social

work values and ethics, diversity, social and economic justice, oppression and discrimination, and to assist students in achieving the course competencies.

Right to Privacy

The College of Social Work acknowledges each student's right to privacy. Therefore, when dealing with personal information either in class or as part of an assignment, share only to the level at which you are comfortable.

Official Correspondence

University e-mail and Canvas serves as the only official correspondence mediums with students. Please check your email and Canvas announcements for course-related information and announcements.

Extra Credit

Readings, activities and assignments are thoughtfully chosen to help you master the objectives that this course offers. Therefore, extra credit is not offered.

Required Text

- Zastrow, C., & Kirst-Ashman, K. (2016). *Understanding Human Behavior and the Social Environment* (10th ed.). Boston, MA: Cengage Learning.

Required Readings

- Assigned articles will be provided on Canvas.

Recommended Texts

- American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, DC: Author.
- Szuchman, L. T., & Thomlison, B. (2012). *Writing with Style: APA Style for Social Work*. (4th ed.) Brooks/Cole: Belmont, CA.

Classroom

Social work is a profession and therefore professional behavior is expected in the classroom. Professional behavior in the classroom insures a safe learning environment for all students as well as helps the student to understand what will be expected upon graduation. For the purposes of this class, professional behavior is defined as:

- Being on time and ready to work when class begins.
- Cell phones and pagers must be turned off or switched to a "silent" mode before class starts. Interruption of class as a result of cell phones may result in a 1-point deduction off of your final grade each time there is a disruption.
- Avoiding side conversations.
- Avoiding sexist, racist, or any other non-inclusive language both in the classroom and in written assignments.
- Using pseudonyms and not disclosing identifying information when discussing clients.
- Engaging in **non-class related activities**. (Please note: The use of laptops during class to take notes is encouraged. However, email and utilization of the Internet that is not class related (e.g. laptop or cell phone) may result in *a loss of 3-points off your final grade*. Students who utilize their laptops during class need to sit in an area where the screen of your laptop can be easily

viewed by the professor (when possible). **Texting** during class may also result in *a loss of 3-points off your final grade*.

- Keep self-disclosures within the confines of the class topic. Inappropriate or excessive self-disclosures indicate poor professional boundaries and are not acceptable.
- Speak only for yourself and allow for differences in opinion, particularly in regards to religion, beliefs about sexual orientation and politics.
- Handling conflicts that arise in a professional manner. Students are expected to use active listening throughout the semester, especially when dealing with conflict. Students in this class are expected to “own” their statements. This includes no “flaming” (delivering messages in an electronic format that are startlingly blunt, abusive, moralistic or rude).

Class Participation & Attendance

- Attendance is especially important since the knowledge, skills, and values taught in this class are essential to your professional development and have direct application in future courses, field placements, and practice experiences. This is a challenging and intensive course that provides information crucial to the rest of your BSW studies and scheduled class attendance is essential. You can expect to devote about 6-7 hours per week to the class, including in-class time, readings, preparation of papers, and communication with the professor and your fellow students. To earn maximum participation points, students are expected to be prepared for each class meeting and participate frequently in class discussions and activities.
- In a good class, you learn as much from each other as you do from the professor, so students are required to be part of class discussions. This includes asking questions, answering when called upon (which I will do randomly and regularly). You will not be penalized for giving a "wrong" answer, but you will be penalized for not being “present” and indicating you are following the discussion.
- This also includes your response to the occasional request to complete out-of-class exercises and bring material to class. In the class, I will call on students to provide material about these out-of-class exercises. Note: study the vocabulary before each class and be ready to define the terms for the class.
- Nonattendance will result in a **2-point deduction off of your final score** for each class session missed unless the professor has deemed the absence excused as a result of an emergency (e.g. hospitalization).
- You are expected to be in class on time. Tardiness tends to disrupt the educational process and can negatively affect others. For example, the student is 15 minutes late and the class has begun an activity. Now, someone has to take time to explain what you have missed so you can participate. Consequently, the activity ends before the group can now complete the objective.
- In the case of medical or personal emergency, students should make reasonable effort to contact the professor in advance via e-mail or voice mail. The instructor will evaluate the reason for the absence or tardiness and make the determination on if the absence will be excused.
- It is recommended that you notify the instructor prior to an absence or soon after the period missed (email works best). Students are responsible for making up any missed material.
- A “borderline” grade is influenced (either positively or negatively) by class attendance and preparedness for class and class participation. A borderline grade refers to percentages and if I decide to round up. For example, if you earn a 79.5 (C), a decision to round up to a score of 80 (B) will be based on your attendance, class participation, and effort put into assignments. Rounding is not automatic and is solely up to the discretion of the professor.

Assignments

- Students are required to complete all assigned readings before attending class. Failure to read the required readings decreases your ability to actively participate in the classroom discussions and activities and in-turn negatively impacts your fellow classmates.
- Observe assignment due dates listed in the Topical Course Outline. Assignments are posted well in advance and it is important to keep in mind that there may be other things in your life that compete for your time.
- Assignments are due at the beginning of the class session. Failure of turning in the assignment on the due date will result in a 3-point deduction per day. After the third day the assignment grade turns to a zero. The only exceptions I will make are in cases of significant emergencies such as hospitalization. The instructor may require verifiable documentation of the illness or emergency or may request that the student obtain verification from the Dean of Students Office (dos@utk.edu, 865-974-3179). If approved you will need to turn in your assignment by the end of the next class period. ***Exceptions are made at the discretion of the professor.
- Use inclusive language —avoid sexist, racist, or any other non-inclusive language both in the classroom and in written assignments.
- Do NOT use Wikipedia or web-based sites. These will not be given credit for journal articles. Any research that is referenced must come from the journal article itself.

Means of Assessment

Assignments	Course Competencies	Available Points 100
Critical Thinking Exercises	1, 2, 5, 6, 7, 8, 9	3 @ 10 points = 30
Cultural meal	3	5 points
Pre-class Quizzes	1, 2, 3, 4, 5, 6, 7, 8, 9	9 @ 5 points = 45
Ecological Analysis of an Adult Individual from another Culture (Final paper)	1, 2, 3, 5, 6, 7, 8	20 points

ASSIGNMENT INSTRUCTIONS

Critical Thinking Exercises (CTE) 3@10 points each =30 total points Due Dates: 02/01/2018, 03/01/2018, and 04/03/2018

Students will be required to complete three (3) Critical Thinking Exercises (CTEs) throughout the semester. CTEs provide students with an opportunity to demonstrate their understanding and application of research and theories to social work practice, as well as employ and exemplify critical thinking skills.

CTE #1- CC: 1, 2, 5, 6, 7, 8, 9; DC: Knowledge, values, cognitive, and affective processes

CTE #2- CC: 1, 2, 5, 6, 7, 8, 9; DC: Knowledge, values, cognitive, and affective processes

CTE #3- CC: 1, 2, 5, 6, 7, 8, 9; DC: Knowledge, values, and cognitive processes

Purpose

CTEs are designed to accomplish five purposes:

1. Assure that you attend class prepared to discuss the material in an informed, critical way.
2. Demonstrate that you read and understood the material. Your answers should integrate important points and constructs from the readings.
3. Demonstrate your ability to think critically about the material. Answers should demonstrate your ability to engage in analytical and professional consideration for implications of social work practice.
4. Enhance your ability to write professional documents that are grammatically accurate.
5. Enhance your ability to autonomously seek out information, increase your understanding and awareness of practice concepts, and to challenge your ability to write scholarly papers.

CTE Format

Students will answer specific questions, which will be provided for each required CTE assignment.

1. Papers must be written in professional language and written according to the American Psychological Association (APA) style.
2. Students must address all questions assigned to their particular CTE. Each assigned question will require you to integrate material from assigned readings, as well as additional readings and/or multimedia. Students must connect information from assigned material and additional material researched on your own, to social work practice concepts, social work ethics, and social work values.
3. **All papers must be a maximum of 250 words.**
4. CTEs must include a Title and References page, according to APA format. The Title and References page is not included as part of your 250 word requirement.
5. CTEs must include in-text citations, e.g. (Brown, 2015), which are also not included as part of your 250 word requirement.
6. There will not be a required number of references per CTE. However, the quality of your chosen additional resources will be graded according to the CTE rubric. If access to your chosen resource is not accessible via internet, you must provide a copy of your resource, and submit it along with your CTE on the due date.
7. **All papers must be submitted via canvas by the beginning of class**, on the date they are due. Papers that are not submitted on time will be subject to the late assignment policy in this syllabus.

Grade Information

Mandatory CTEs will be graded according to the CTE rubric posted on Canvas.

Pre-Class Quizzes

Reading assigned material can often be a challenge for students who have competing demands. Therefore, this course is designed to make your reading necessary. Over the course of this semester you will have a pre-class quiz for nine out of your 15 classes. You will see the due dates and times on your *Course Outline* below. Please refer to your course outline frequently to assure that your assignments are turned in on time. *CC: 1, 2, 3, 4, 5, 6, 7, 8, 9; DC: Knowledge, skills, values, and cognitive and affective processes*

Cultural Meal (5 points) Due Date: 02/08/2018 & 02/13/18

The purpose of this assignment is to expose students to the variety of cultures intersecting within our own classroom. Students are asked to share elements from their own culture as we enjoy a cultural dish that has some special meaning to them. You may prepare this dish yourself or have someone else

prepare it. Also be prepared to discuss the significance of the dish within your culture. Students are also invited to bring any personal artifacts' from their culture they would like to share. *CC: 3; DC: values*

Ecological Analysis of an Adult Individual from another Culture (20 points) Due Date: 04/19/2018

Overview

The following assignment is designed to help you to demonstrate several of the course competencies needed to meet several of this course's requirements. The purpose of this paper is to understand how one's development is critically affected by the context within which one lives.

For this paper you will interview an adult of a different culture about their "ecological niche," that is, those systems that surround them and within which they are embedded. These include their community and larger society as well as the multiple systems within these that affect them. Examples are work, school, organizations, churches, federal or state systems such as child welfare or social security, as well as many others. One of the more important systems may be their own culture. Each of these various systems may represent risk and/or protective factors, stressors and/or resources. You will apply appropriate theories to the understanding of the individual's context and how it has affected or may affect them. *Course Competencies (CC) and Dimensions of Competence (DC) are noted for each portion:*

Step 1: Locate an adult of a different culture that can provide a rich narrative. The interview should last 30 – 45 minutes. Be sure to also permission to ask a few more questions later if you find that you failed to ask information that would be helpful in writing the paper.

Step 2: Using open-ended questions and prompts to provide a richer narrative. Consider what types of questions and prompts you wish to use before the interview. Examples include: "Tell me something about the community in which you live." "What are some of the advantages and disadvantages to living here?" "Tell me about your work." "Do you find that your work has any effect on your private life and if so, how?" "What are the meaningful groups/organizations to which you belong?" "Who are the people you most like to be around?" The purpose of these questions and prompts are twofold. First, you need to identify the various contexts in their lives that are influential to them. Second, you need to identify how the various contexts are influential and affect them. Your interview notes will provide the material for the paper. These notes do not need to be typed, but **please attach them to your paper**. I will give you feedback on the questions you asked, the notes you took, and the use of your notes in your final paper.

Step 3: Drawing on the readings, outside references, and class discussion, write a double-spaced, properly referenced (*APA style with a minimum of three references*) approximately 6- to 7 page paper that includes the following:

- Introduce the person(s) you interviewed/observed, the person's culture, and the context for the observation and the interview, including the community in which the observation took place, the location of the observation (e.g. coffee shop, interviewees' home) and any others who were present (e.g. spouse, partner, children, interpreter), during your time together.
 - Provide a **holistic description** of the person(s) and environment. Be descriptive so the audience can visualize the person(s) in a humanistic manner. This helps to prevent the listeners from objectifying the information.

- Discuss strategies for how you intentionally prepared for engaging with the person(s)/family in a culturally respectful way. *CC: 3; DC: Knowledge, skills, cognitive and affective processes*
- Present the multiple cultural identities of the individual. Identify and discuss personal risk and protective factors (attributes) associated with this individual. Discuss how this person's multiple identities reflect strengths and stresses for that person (i.e., how the person draws strengths from each identified identity and how that identity might also represent risk factors). Also consider how these multiple identities have complexly interacted within the individual. *CC: 3, 4, 5, 6; DC: Knowledge, skills, , values, cognitive and affective processes*
- Analyze the individual physical, cognitive, neurophysiological, moral, social, emotional/affective, and spiritual domains by applying appropriate theories and perspectives. Support your analysis with appropriate examples from the observation and interview. *CC: 1, 7, 8; DC: Knowledge, skills, cognitive and affective processes*
- Describe the community/neighborhood context within which the individual resides and describe how this context influences or might influence in the future the person's development. Within the community, it is likely that the person is embedded within multiple other systems (i.e. organizations, networks of people). These may include work, school, church, recreational groups, and many other possibilities. Identify these as well as discuss whether they are risk and protective factors, stressors or resources. Also discuss other risk/protective factors and stressors or resources at this level. Appropriately apply theories already discussed in class to help in developing a better understanding of this context, its systems, and its effect on the individual. Support your analysis with appropriate examples from the observation and interview. *CC:1, 2, 5, 6, 7; DC: Knowledge, skills, values, cognitive and affective processes*
- Describe the societal context within which the individual resides and describe how this context influences or might influence the person's future development. It is likely that the person is embedded within at least some systems, primary of which are cultural. Identify these as well and discuss whether they are risk and protective factors, stressors or resources. Appropriately apply theories already discussed in class to help in developing a better understanding of this context, its systems, and its effect on the individual. Support your analysis with appropriate examples from the observation and interview. *CC: 1, 2, 5, 6, 7; DC: Knowledge, skills, values, cognitive and affective processes*
- Consider how these various multilevel factors have coalesced to affect the individual's development. *CC:1, 2, 7; DC: Knowledge, skills, cognitive and affective processes*

Final section: Critical Reflection & Self-Assessment. *CC: 1, 2,3, 6; DC: Skills, values, cognitive, and affective processes*

- a. For this step, write a couple paragraph reflection using the following topics as spring boards for discussion:
- What do you see as your strengths?
 - What took you by surprise?
 - What do you still need to work on?

- What would you do differently during the session if you could do it again?
 - How did you feel doing the interview?
 - Were you “moved” by this person and her/his life experiences?
 - Identify some of the cultural differences between you and the person(s)/family interviewed.
 - What were some of the assumptions you had about people that belonged to this particular culture prior to this assignment.
 - How did this assignment impact your previous assumptions about the culture of this population? Has it confirmed a perception or assumption you already had or helped you begin to shape a new one?
 - What kind of issues has this assignment raised for you?
 - What is at least one positive experience that you will take away from this assignment?
- b. Next, critically reflect and write a couple of paragraphs for how your cultural lens (assumptions) affected your:
- ✓ 1) observation
 - ✓ 2) interview
 - ✓ 3) analysis
- *****Note**** writing that your cultural lens did not affect your observation, interview and/or analysis is not acceptable. Think critically about this and provide specific examples of each area of your process.

Course Outline Spring Semester 2018

Class/Date	Topics	Required Readings and Materials	Assignment & Due Dates
<p>(Week 1) Class 1 01/11/18</p> <p>Class 2 01/16/18</p>	<p>1) Course overview and expectations</p> <p>2) Introduction to Human Behavior and the Social Environment</p>	<p>Required Materials Please study the syllabus and your Canvas site before class. Write down any questions you have and bring to class.</p> <p>Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 1-61.</p> <p>Saleebey, D. (2009). <i>The strengths perspective in social work practice</i>. (5th ed.). Pearson: Boston. 93-107.</p> <p><i>Competencies: 1, 2, 5, 7</i></p>	
<p>(Week 2) Class 3 01/18/18</p> <p>Class 4 01/23/18</p>	<p>1) Biological development in infancy and childhood</p> <p>2) ACEs</p>	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 62-111.</p> <p>Charil, A., Laplante, D.P., Vaillancourt, C., King, S. (2010). Prenatal stress and brain development. <i>Brain Research Reviews</i>, 56-79.</p> <p>Kuehn, B. (2014). AAP: Toxic stress threatens kids' long-term health. <i>JAMA Medical News and Perspectives</i>. 312 (6).</p> <p>Shonkoff, J. and Garner, A. (2012). The lifelong effects of early childhood adversity and toxic stress. <i>Pediatrics</i>. 129 (1).</p> <p><i>Competencies: 1, 2, 5, 6, 8, 9</i></p>	<p>Pre-Class Quiz 1 due by 10:00 am on Thursday 01/18/18</p>
<p>(Week 3) Class 5 01/25/18</p> <p>Class 6 01/30/18</p>	<p>1) Psychological development in infancy and childhood</p>	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 112-177.</p> <p>Obradovic, J. & Boyce, W.T. (2009). Individual differences in behavioral, physiological, and genetic sensitivities to contexts: Implications for development and adaptation. <i>Developmental Neuroscience</i>, 31, 300-308.</p> <p><i>Competencies: 1, 2, 3, 4, 5, 6, 7, 9, 10</i></p>	<p>Pre-Class Quiz 2 due by 10:00 am on Thursday 01/25/18</p>

<p>(Week 4) Class 7 02/01/18</p> <p>Class 8 02/06/18</p>	<p>1) Social development in infancy and childhood</p>	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 177-253.</p> <p>Champagne, F.A. & Curley, J.P. (2005). How social experiences influence the brain. <i>Current Opinion in Neurobiology</i> 15, 704–709. □</p> <p><i>Competencies: 1, 2, 3, 4, 6, 7, 8, 9</i> □</p>	<p>1) CTE 1 due by 10:00 a.m. on Thursday 02/01/2018</p>
<p>(Week 5) Class 9 02/08/18</p> <p>Class 10 02/13/18</p>	<p>1) Ethnocentrism & Racism 2) Cultural Competency and Humility</p>	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 254-294.</p> <p>Geronimus, A., Hicken, M., Keene, D. & Bound, J. (2006). “Weathering” and age patterns of allostatic load scores among Blacks and Whites in the United States. <i>American Journal of Public Health</i>, 96(5), 826-833. □</p> <p>Waller, R. J. (2003). Application of the kindling hypothesis to the long-term effects of racism. <i>Social Work in Mental Health</i>, 3(3), 81- 89. □</p> <p><i>Competencies: 1, 2, 3, 4, 6, 7, 8, 9</i> □</p>	<p>Pre-Class Quiz 3 due by 10:00 am on Thursday 02/08/18</p> <p>Cultural meals on 02/08/18 & 02/13/18</p>
<p>(Week 6) Class 11 02/15/18</p> <p>Class 12 02/20/18</p>	<p>1) Biological Development in Adolescence</p>	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 295-332.</p> <p>McEwen BS. & Wingfield, JC. (2003). The concept of allostasis in biology and biomedicine. <i>Hormones and Behavior</i>, 43 (2003) 2-5. □</p> <p><i>Competencies: 1, 2, 3, 5, 6, 7, 8, 9</i></p>	<p>Pre-Class Quiz 4 due by 10:00 am on Thursday 02/15/18</p>
<p>(Week 7) Class 13 02/22/18</p> <p>Class 14 02/27/18</p>	<p>1) Psychological Development in Adolescence</p>	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 333-375.</p> <p>Blakemore, S. J. (2012). Imaging brain development: The adolescent brain. <i>Neuroimage</i>, 61(2), 397-406.</p> <p><i>Competencies: 1, 2, 3, 5, 6, 7, 8, 9</i> □</p>	<p>Pre-Class Quiz 5 due by 10:00 am on Thursday 02/22/18</p>

<p>(Week 8) Class 15 03/01/18</p> <p>Class 16 03/06/18</p>	<p>1) Social Development in Adolescence</p>	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 377-422.</p> <p>Templeton, G.B. et al. (2008). Adolescent socialization in rural Appalachia: The perspectives of teens, parents, and significant adults. <i>Marriage & Family Review</i>, 44(1), 52-80. □</p> <p><i>Competencies: 1, 2, 3, 5, 6, 7, 8, 9</i> □</p>	<p>Mandatory CTE 2 due by 10:00am on Thursday 03/01/2018</p>
<p>(Week 9) Class 17 03/08/18</p>	<p>1) Gender, Gender Identity, Gender Expression, and Sexism</p>	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 424-468.</p> <p>Hines, M. (2011). Gender development and the human brain. <i>Annual Review of Neuroscience</i>, 34, 69-88. □</p> <p>Santtila, P., Sandnabba, N.K., Harlaar, N., Varjonen, M., Alanko, K., von der Pahlen, B. (2008). Potential for homosexual response is prevalent and genetic. <i>Biological Psychology</i>, 77, 102–105. □</p> <p><i>Competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9</i> □</p>	<p>Pre-Class Quiz due by 10:00 am on Thursday 03/08/18</p>
<p>No Classes 03/12/18</p> <p>03/16/18</p>		<p style="text-align: center;">Enjoy Spring Break!!!</p>	
<p>(Week 10) Class 18 03/20/18</p> <p>Class 19 03/22/18</p>	<p>1) Biological Aspects of Young and Middle Adulthood</p>	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 469-497.</p> <p>Roth, T. (2012). Epigenetics of Neurobiology and Behavior during Development and Adulthood. <i>Developmental Psychobiology</i>, 54(6), 590-597. □</p> <p><i>Competencies: 1, 2, 3, 5, 6, 7, 8, 9</i> □</p>	<p>Pre-Class Quiz 7 due by 10:00 am on Tuesday 03/20/18</p>
<p>(Week 11) Class 20 03/27/18</p> <p>Class 21</p>	<p>1) Psychological Aspects of Young and Middle Adulthood</p>	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 498-549.</p> <p>Arnett, J. J. (2000). Emerging adulthood: A theory</p>	<p>Pre-Class Quiz 8 due by 10:00 am on Tuesday 03/27/18</p>

03/29/18		<p>of development from the late teens through the twenties. <i>American Psychologist</i>, 55(5), 469-480.</p> <p>Krings, F. et al. (2008). Cohort differences in personal goals and life satisfaction in young adulthood: Evidence for historical shifts in developmental tasks. <i>Journal of Adult Development</i>, 15, 93-105. □</p> <p><i>Competencies: 1, 2, 3, 5, 6, 7, 8, 9</i> □</p>	
<p>(Week 12) Class 22 04/03/18</p> <p>Class 23 04/05/18</p>	1) Sociological Aspects of Young and Middle Adulthood	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 550-616.</p> <p>Furstenberg, F.F. (2010). On a new schedule: Transitions to adulthood and family change. <i>Future of Children</i>, 20(1), 67-87.</p> <p><i>Competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9</i> □</p>	<p>Mandatory CTE 3 due at 10:00 am on Tuesday 04/03/2018</p>
<p>(Week 13) Class 24 04/10/18</p> <p>Class 25 04/12/18</p>	1) Sexual Orientation	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 617-653.</p> <p><i>Competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9</i> □</p>	<p>Pre-Class Quiz 9 due by 10:00 am on Tuesday 04/10/18</p>
<p>(Week 14) Class 26 04/17/18</p> <p>Class 27 04/19/18</p>	1) Biological Aspects of Later Adulthood	<p>Required Readings Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 654-684.</p> <p>Boyk, J. et al. (2008). Training-induced brain structure changes in the elderly. <i>The Journal of Neuroscience</i>, 28, 7031–7035. □</p> <p><i>Competencies: 1, 2, 3, 5, 6, 7, 8, 9</i> □</p>	<p>Final Paper Due Thursday 04/19/18</p>
<p>(Week 15) Class 28 04/24/18</p> <p>Class 29 04/26/18</p>	1) Psychological and Sociological Aspects of Later Adulthood	<p>Required Materials Zastrow, C., & Kirst-Ashman, K. (2016). <i>Understanding Human Behavior and the Social Environment</i>. pp. 685-740.</p> <p>Karatoreos, I. N., & McEwen, B. S. (2013). Annual research review: The neurobiology and physiology of resilience and adaptation across the</p>	

		life course. <i>Journal of Child Psychology and Psychiatry</i> , 54(4), 337-347. <i>Competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9</i> □	
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ATTACHMENT A
Check list for turning in written work

A primary form of communication utilized within the social work profession is writing. As a professional social worker, one of your primary responsibilities will be to create formal documents such as case reports, assessments/evaluations, progress notes, etc. There are two important points to keep in mind as you prepare for this **responsibility**. First, any documents you create on the behalf of others are used to inform both you and other professionals about the client you are serving. Consequently, any documents you prepare have the capacity to directly and indirectly affect people's lives both positively and negatively. Second, professionals who have access to your written documents will be making **judgments about your professional credibility** based on your writing skills.

Recognizing that writing is a skill that needs development and ongoing refinement I want you to know that my intentions during this course are to help you strive for reaching the highest standards. However, you must be willing to put the time in (practice) and do the work. The following is a checklist for you to assess your written documents prior to submitting them. Additionally, I strongly urge anyone who has difficulty with writing to work with the professionals in the writing center. They are available to help you to obtain both a successful academic and professional career.

- Did I make sure I have addressed all of the criteria that this assignment requires?
- Did I treat this paper as a professional document and avoid writing my assignment *in first and third person*?
- Did I read my document out loud to ensure the paper is logical and reads fluently?
- Did I follow the rules for grammar and punctuation (e.g. commas, quotations, tense agreement, use of numbers in text)?
- Did I use inclusive language and avoid sexist, racist, ablest or any other non-inclusive language?
- Did I use the word "feeling" when I should have used the word "thinking"?
- Did I keep a copy or create a backup of my paper?
- Did I work with the writing center or at the very least have someone with excellent writing skills review my document before I submitted it?
- Did I utilize the APA 6th edition guidelines for formatting and citing my paper (e.g. title page, reference page, margins, double spaced, etc.)?
- Does my writing demonstrate clarity, accuracy, breadth and depth of my ideas?
- Is the information that I provided in my paper relevant to the purpose of this assignment?
- Did I provide information as evidence to support my analysis and conclusions?
- Did I avoid making assumptions in my paper?
- Are my conclusions supported by evidence from my analysis and/or peer reviewed research?
- Did I present the research within my paper clearly and accurately?