

SW 376 Human Behavior and the Social Environment I: Dimensions of the Person

(HBSE 1)

In-Person

Spring 2023 – Tues/Thurs 11:00am-12:15pm

Main Campus – CBB- # 161

INSTRUCTOR

Instructor: Tara Anderson DSW, LCSW, CSAC

Office: Main Campus - Science Building B345, Wausau Campus- Lower Level Social Work wing

Department of Sociology & Social Work phone: 715-346-2883

- This is a shared mailbox. Messages will be forwarded on weekdays during business hours. Please indicate the message is for me and return call information. To reach me quickest, send an email or Canvas message.

Email: tanderso@uwsp.edu

Student Office Hours: (see Canvas for in-person and zoom schedule)

Instructor's Corner: General course questions can be posted in the Instructor's Corner on the Canvas course site.

ONLINE LEARNING PLATFORM

- Canvas login, support information, and training opportunities are available at www.uwsp.edu/canvas
- Zoom is the UWSP Web Conferencing Tool. Virtual, live conversations are hosted on this platform. Follow this link to read more about Zoom and to activate your account:
<https://www.uwsp.edu/infotech/Pages/Tutorials/Zoom/Zoom.aspx>

COURSE TECHNOLOGY REQUIREMENTS

- a stable internet connection
- working webcam for any virtual class days
 - expectation is for cameras to be on during class, use of zoom backgrounds are available online
 - please reach out to the instructor prior to class to problem-solve any tech/camera concerns
- computer microphone and speaker
- contact IT if you need to discuss loaning equipment
<https://www.uwsp.edu/infotech/Pages/EquipmentLoan/default.aspx>

Catalog Description

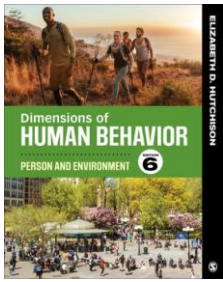
Interactions of biological, psychological, psychosocial and spiritual dimensions of human behavior. Integrates multidisciplinary theoretical frameworks, including theories of human development across the life span, to examine the complexity and multiple dimensions of the person and the environment as applied to social work.

Course Description

This course provides a conceptual framework for organizing and analyzing knowledge of human behavior and the social environment with a focus primarily on individuals and families. Students will develop an understanding of the complex interactions of biological, psychological, spiritual, economic, political, and socio-cultural forces operating at different system levels. Students will further their understanding of physical, cognitive, and psychosocial development across the lifespan. The course integrates HBSE theories and models to examine the complexity and multiple dimensions of the person and the environment. Students examine contemporary challenges and mechanisms of oppression facing individuals, families, organizations, and communities. Social work engagement, assessment, intervention, and evaluation is explored across all dimensions of the person and environment.

Note: SOC/SW 376 is a required course for social work majors.

Required Course Materials



Text Rental:

Hutchison, E. D. (2019). *Dimensions of Human Behavior: Person and Environment* (6th ed.). Sage Publications.

Additional readings and multi-media are posted on Canvas. The instructor reserves the right to introduce readings or multi-media, with ample notice, after the semester has begun.



E-book:

do not print book [around 1300 pages]- we will only use selected chapters

Tyler, S. (2020). *Human Behavior and the Social Environment I*. University of Arkansas Libraries. <https://uark.pressbooks.pub/hbse1/>

Council on Social Work Education Core Competencies

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Course Objectives

Students who successfully complete this course will be able to:

1. Engage in critical self-reflection to develop awareness of how personal biases, power, privilege, values, and experiences impacts understanding the complex interactions of biological, psychological, psychosocial, spiritual, and cultural dimensions at different system levels. (Competency 1-9)
2. Engage in critical self-reflection to develop awareness of how personal biases, power, privilege, values, and experiences may influence processes of engagement, assessment, intervention, and evaluation at different system levels. (Competency 1, 3, 6-9)
3. Understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. (Competency 3, 5)
4. Understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge in preparation for evidence informed and culturally responsive engagement, assessment, intervention, and evaluation practices with individuals and families. (Competency 6-9)
5. Recognize major themes of eight different perspectives on human behavior: systems, conflict, exchange and choice, social constructionist, psychodynamic, developmental, behavioral, and humanistic. (Competency 4)
6. Differentiate typical physical, cognitive, & psychosocial development across the lifespan.(Competency 3, 4)

UNIVERSITY POLICIES AND PROCEDURES

First Nation Land Acknowledgement

We would like to recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Emergency Procedures

See UW-Stevens Point Emergency Management Plan at <https://www.uwsp.edu/emergency/Pages/emergency-procedures.aspx> for details.

Severe Weather

In the case of inclement weather, please check your email and Canvas course announcements to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete an alternate assignment. See UWSP's information about severe weather here:

<https://www.uwsp.edu/emergency/Pages/severe-weather.aspx>

Policy Related to Sexual Violence on Campus

UWSP is committed to fostering a safe, productive learning environment. Title IX and school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/DOS/sexualassault/Pages/default.aspx>

Special Needs

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website:

<http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what

constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>. Home page for Dean of Students <https://www.uwsp.edu/dos/Pages/default.aspx>

Branch Campus Contacts

Wausau: <https://www.uwsp.edu/wausau/about/Pages/offices.aspx>

Marshfield: <https://www.uwsp.edu/marshfield/about/Pages/offices.aspx>

Library Supports

- Online Chat: www.uwsp.edu/library/chat Email: librefd@uwsp.edu
- Text: 715-602-3542
- Personal Research Consultation via Zoom <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>

TECHNOLOGY IN THE CLASSROOM

Students are encouraged to use technology to enhance their learning.

UWSP Technology Support

- Visit with a Student Technology Tutor or seek assistance from IT Service Desk (Formerly HELP Desk)
- IT Service Desk Phone: 715-346-4357 (HELP) or IT Service Desk Email: techhelp@uwsp.edu

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Attendance and Class Participation

Students are expected to attend class regularly, read all assigned texts, and watch assigned multimedia prior to class. If students are unable to attend class- notify instructor prior to class. Participation is actively completing in-class assignments, engaging with your peers in group work, being responsible with partner/group work, and cooperating in creating a supportive, respectful environment.

Confidentiality

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom.

Classroom and Canvas Civility and Respect for Diversity

We will learn to apply self-awareness and self-regulation to identify and manage influences of personal biases and values and show a willingness to learn about diversity. We will communicate using professional, strength based, and person-first language.

Written Assignments

All assignments will be submitted through Canvas on or before the due date unless otherwise specified. All written assignments must adhere to APA guidelines. Please refer to the APA publication manual for additional guidance or utilize the free APA Style Blog: <https://apastyle.apa.org/blog/>

Late Work

Students are expected to find ways to integrate their personal and educational lives to complete course work on time. Students are responsible for reaching out to the instructor to negotiate alternate due dates when needed. You must do this at least 24 hours before the due date; however, an extension is not guaranteed. Late assignments without advance approval or turned in after the agreed extension may result in a deduction of a half letter grade (example A to A-) *per day*. No late assignments will be accepted two weeks past their due date.

Student Feedback

Students are encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment, if they desire. The instructor welcomes the opportunity to discuss assignments and/or course content.

Course Format

This is an in-person course. There may be occasional virtual classes as needed.

Note: The instructor reserves the right to alter components of this syllabus at any time, including assignments and scheduling. Students will be given fair notice if changes occur.

Course Requirements

In-Class Activities (3 lowest scores dropped)	~50 points
Theory Essay	25 points
Case Study Film Analysis	75 points
Lifespan Development Group Teaching Presentation	25 points
Exams (2)	100 points
HBSE Influences Reflection	<u>45 points</u>
	Total Points 320 points

Grading Scale

		<u>Percent</u>	C	=	74-77
A	=	94-100	C-	=	71-73
A-	=	91-93	D+	=	68-70
B+	=	88-90	D	=	60-67
B	=	84-87	F	=	59 and below
B-	=	81-83			
C+	=	78-80			

ASSIGNMENTS- SEE DETAILED INSTRUCTIONS IN CANVAS



Theory Essay (25 points, Competency 3-5)

Apply your understanding of one of the 8 theoretical perspectives to a current news article of your choice. Length 2-3 pages.



Case Study Film Analysis (75 points, Competency 3, 4-8)

In this paper you will examine the interaction between person and environment. Using an assigned film, students will synthesize and integrate course content including phases of social work practice, a theoretical perspective, lifespan development, policy, & creating an ecomap.



Lifespan Development Group Teaching (25 points, Competency 1, 3, 4, 6-8)

20-minute group presentation consists of describing the *physical, cognitive, and psychosocial development* during one of the phases of the lifespan: pre-pregnancy/prenatal, infancy/toddlerhood, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood.



Exams (100 points, Competency 1-9)

There are 2 exams. Exams may consist of case studies, multiple choice, true/false, and short-answer.



In-class Activities: (~50 points [2 pts/class], Competency 1-9)

We will have in-class activities as we engage with course content and our peers to build competency in our understanding of HBSE concepts. Preparation for activities is needed by completing readings.



HBSE Influences Personal Reflection- (45 pts, Competency 1, 3, 4, 7)

Create a multimedia presentation in SWAY with images, voice, & words reflecting your self-exploration of HBSE influences and emerging professional identity. This assignment is intended to allow students to critically self-reflect on their personal and professional development related to human behavior and the social environment concepts.

See Canvas for additional required readings, multimedia links, & full course activities

CLASS TOPICS & SCHEDULE

In-Class Modules	Topic	Date	Read/In-class Activities	Due Dates/ Notes:
<i>Module 1 Competency 1-9</i>	Topic: Introductions, orientation, phases of social work practice, Multidimensional Framework	1/24 1/26	Read: Hutchison Ch 1	
<i>Module 2 Competency 1,3,4</i>	Topic: Finish Ch 1, start Theoretical Perspectives on human behavior	1/31 2/2	Read: Ch 2 Pages 31-54	
<i>Module 3 Competency 1,3,4</i>	Topic: Theory (continued)	2/7 2/9	Read: Ch 2 Pages 54-74	Theory Essay due Sun 2/12
<i>Module 4 Competency 1,3-8</i>	Topic: Families, Life Course Developmental Perspective	2/14 2/16	Read: Ch 10	Exam 1 (Ch 1,2,10) On Canvas, Due Mon 2/20
<i>Module 5 Competency 3- 4, 6-9</i>	Topic: Biological Person	2/21 2/23	Read: Ch 3 Watch: videos posted in Canvas	Sign up for groups
<i>Module 6 Competency 3-4,6-9</i>	Topic: Psychological Person – Cognition, Emotion, and Self	2/28 3/2	Read: Ch 4	
<i>Module 7 Competency 3-4, 6-9</i>	Topic: Psychosocial Person- Relationships, Stress, & Coping	3/7 3/9 zoom TBD	Read: Ch 5	
<i>Module 8 Competency 1-9</i>	Topic: Cultures	3/14 3/16	Ch 6	
	ENJOY YOUR BREAK 😊	No class		Spring Break
<i>Module 9 Competency 1-9</i>	Topic: Spiritual Person *Exam Review	3/28 3/30	Ch 8	
<i>Module 10 Competency 1-9</i>	4/4 – In-person exam 4/6 – Group Project Work Day	4/4 4/6 zoom		In-person exam (Ch 3, 4, 5, 6, 8) Tues 4/4
<i>Module 11 Competency 1-9</i>	4/11 - Topic: Physical Environment 4/13- Watch documentary for film analysis	4/11 4/13 No class	Ch 7 Watch: <i>Including Samuel</i>	
<i>Module 12 Competency 1-9</i>	Project work week- -Finish Film Analysis -Presentation group-work days	4/18 4/20	HBSE e-book – see assigned chapters	Film Analysis due Sun 4/23
<i>Module 13 Competency 1, 3, 4, 6-8</i>	Topic: Lifespan Development Presentations	4/25 4/27	HBSE e-book	Group presentations
<i>Module 14 Competency 1, 3, 4, 6-8</i>	Topic: Lifespan Development Presentations	5/2 5/4	HBSE e-book	Group presentations
<i>Module 15 Competency 1,3,4,7</i>	Catch-up/Wrap-up/Work on Final	5/9 5/11		
<i>Finals Week</i>		5/17 Wed 8-10am		Due- Final Reflection

