

SOC/SW 376 Human Behavior and the Social Environment (HBSE)

Spring 2021

Online

INSTRUCTOR

Instructor: Tara Anderson (she, her, hers) DSW, LCSW, CSAC

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

- This is a general mailbox and messages will be forwarded to me on weekdays during business hours.

Please indicate the message is for me, the course name, and your return call information.

Email: My preference is through the Canvas Inbox but you can also contact me at tanderso@uwsp.edu

Virtual Student Office Hours: See link in Canvas for Zoom office hours. Tuesdays 1-2pm, Wednesdays 7-8pm, Thursdays 12n-1pm and available to meet over phone or online via Zoom by appointment.

Instructor's Corner: General course questions can be posted in the Instructor's Corner on the Canvas course site. Students are encouraged to answer each other's questions here as well.

ONLINE LEARNING PLATFORM

Canvas login, support information, and training opportunities are available at www.uwsp.edu/canvas

Course Description

This course provides a conceptual framework for organizing and analyzing knowledge of human behavior and the social environment with a focus on individuals, families, organizations, and communities. Students will develop an understanding of the complex interactions of biological, psychological, spiritual, economic, political, and socio-cultural forces operating at different system levels. 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.

Course Materials

The following text is required for this class:

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.

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.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Course Objectives

Students who successfully complete this course will be able to:

1. Further identify as a professional social worker and demonstrate professional behavior. (Competency 1)
2. Recognize the need to tailor social work approaches in response to client diversity. (Competency 2)
3. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with individuals, families, groups, organizations, and communities. (Competency 6)
4. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from individuals, families, groups, organizations, and communities. (Competency 7)
5. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of individuals, families, groups, organizations, and communities. (Competency 7 and 8)
6. Demonstrate skill in carrying out the phases of generalist social work practice including engagement, exploration, assessment, contracting, intervention, evaluation, and termination. (Competencies 6 through 9)
7. Apply understanding of social, economic, or environmental justice to a social policy. (Competency 3 and 5)

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 to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete a short alternate assignment to earn attendance points. Please view 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>

Face Coverings

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes.

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

Online synchronous sessions should be treated the same as the regular classroom. Upon entering the classroom, please turn phones to silent and put them away. Students are encouraged to use technology to enhance learning.

UWSP Technology Support

- Visit with a Student Technology Tutor

- Seek assistance from the IT Service Desk (Formerly HELP Desk)
- IT Service Desk Phone: 715-346-4357 (HELP) or IT Service Desk Email: techhelp@uwsp.edu

Course Technology Requirements: webcam, microphone, access to a printer as needed, a stable internet connection.

Information about Zoom

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>

To enter our Zoom class sessions, you will navigate to the Canvas page, select our course, then scroll down to Zoom tab. You will then select the appropriate date and join.

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. Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Class Participation

Though this is an online course, active participation in learning activities is expected. Students have different learning styles; as such, the instructor takes an inclusive view of participation and engagement with learning materials. Participation includes 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.

Netiquette for Online Learning

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone’s ability to read or write.
- Share tips with other students.
- Keep an “open-mind” and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1). http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. <http://www.albion.com/netiquette/book/>.

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 complete course work by the date it is due. Students are responsible for reaching out to the instructor to negotiate alternate due dates. You must do this at least 48 hours before the due date; however, requesting an extension is not guaranteed. If assignments are turned in late, partial credit will be given. No late assignments will be accepted two weeks past their due date. *Please reach out if there is a situation preventing you from submitting your work on time so we can work together.*

Communication

Communication will occur virtually through Canvas, email, and Zoom. If you need to contact me about a private matter, send me a message through the Canvas inbox or email. I typically respond to messages within 24 hours (except weekends). If your question is related to a general course matter, consider asking it in the Tara’s Corner discussion board; you are encouraged to answer each other’s questions as this will benefit everyone. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content. Student feedback is welcome throughout the course.

Course Format

This course will be delivered online through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page.

The course includes weekly online instructional/learning activities & videos, an emphasis on reflective learning, and coursework (reading & assignments). Compared to a traditional classroom experience, an online class requires greater self-motivation. While the course is strictly online, it does not mean it is without interaction with your classmates. Opportunities will be available for more, or less, group interaction with peers based on your individualized learning needs. Virtual Study Sessions will be scheduled weekly based on class preferences and are optional- but are an opportunity for interaction with myself and classmates on course content.

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

Application of Theory	40 points
Built Environment Assessment	35 points
Reading Reflections/Discussion Boards	60 points
HBSE Influences Journals Part 1	40 points
HBSE Influence Digital Story Part 2	50 points
Film Analysis	50 points
Social Movement Photo Essay Part 1	25 points
Social Movement Photo Essay Part 2	<u>25 points</u>
	325 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

Reading/Discussion Reflections (13 weeks- 60 points total) Competency 1-9

The purpose of the reflective reading responses are to make conscious connections to the weekly topic. Template will be provided in Canvas. There may be some weeks that a discussion board is used to pose a question related to the reading for the class to discuss via writing or video post instead.

HBSE Influences Journals Part 1 (40 points) & Digital Story Part 2 (50 pts), Competency 1, 6, 7

This assignment is intended to allow students to reflect on their personal and professional development related to human behavior and the social environment. *Part 1*: Students will complete 5 journal entries responding to prompts on the influences which shaped their bio-psycho-socio-cultural-spiritual self. *Part 2*: The final product will be a short “digital story”- a video with images, voice, & words that reflects your self-exploration of HBSE influences and the development of your emerging social work identity. See details in Canvas.

Application of Theory (40 points)

The application of theory assignment consists of a discussion board post in which you will apply one of the course theories to a news article of your choice. In addition to your post, you will respond to 1 classmate who utilized the same theory, by using your knowledge of that theory to expand on the theoretical application. You will also respond to 1 peer who used a different theory than you. See details in Canvas.

Film Analysis (50 points, Competency 2, 6-8)

This assignment provides an opportunity to explore aspects of the environment in more depth by highlighting the interaction between person and environment. Choose a film to analyze; the film should center on a character, family, or group wherein the bio-psycho-social-cultural-spiritual aspects, as well as environmental factors, are made clear throughout the movie. Students will write a paper which synthesizes and integrates course content, applies a theoretical perspective, and includes a visual representation of the family through a genogram and assessment of social systems through an ecomap. See Canvas for assignment details.

Built Environment Assessment (35 points, Competency 7)

Complete an environmental assessment from the perspective of two distinct populations navigating this space. See Canvas for details.

Social Movement Photo Essay Presentation Part 1 & 2 (50 points, Competency 2,3,5,9)

Part 1: Photo essay will consist of 5-8 slides evaluating a historical or current social movement including the role of social work. Slides should have minimal words while you verbally record audio providing context for the pictures. Images should include citations. See Canvas for assignment details. *Part 2:* Students will be assigned to peer review groups to view & process presentations within their group & each person will turn in a reflective response.

CLASS TOPICS & SCHEDULE

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

Module 1: (Competency 1,2,3)

Topic: Introductions, orientation to course

- Read: Hutchison, Chapter 1
- Introduction Discussion Board
- Reading Reflection

Module 2: (Competency 1,2,6-9)

Topic: Theory

- Read Hutchison, Chapter 2
- Reading Reflection

Module 3: (Competency 1,2,6-9)

Topic: Theory

- Read Hutchison, Chapter 2 (cont)
- Assignment: Application of Theory

Module 4: (Competency 1,2,6-9)

Topic: Biological Person

- Read Hutchison, Chapter 3
- Reading Reflection
- Assignment: HBSE Journal

Module 5: (Competency 1,6-9)

Topic: The Psychological Person

- Read: Hutchison, Chapter 4
- Discussion Board
- Assignment: HBSE Journal

Module 6: (Competency 1,6-9)

Topic: The Psychosocial Person

- Read: Hutchison, Chapter 5
- Reading Reflection
- Assignment: HBSE Journal

Module 7: (Competency 1,2,6-9)

Topic: The Spiritual Person

- Read: Hutchison, Chapter 6
- Reading Reflection
- Assignment: HBSE Journal

Module 8: (Competency 1,2,6-9)

Topic: Cultures

- Read: Hutchison, Chapter 8
- Discussion Board

Spring Break

Module 9: (Competency 1,2, 6-8)

Topic: Families

- Read: Hutchison, Chapters 10
- Assignment: Film Analysis due

Module 10: (Competency 1,2, 6-8)

Topic: Small Groups

- Read: Hutchison, Chapters 11
- Reading Reflection

Module 11: (Competency 1,2,5,7, 9)

Topic: Physical Environment

- Read: Hutchison, Chapter 7
- Discussion Board
- Assignment: Built Environment Assessment

Module 12: (Competency 1,2,5,7, 9)

Topic: Social Structures & Social Institutions

- Read: Hutchison, Chapter 9
- Reading Reflection

Module 13: (Competency 1-3,5-9)

Topic: Communities

- Read: Hutchison, Chapter 13
- Discussion Board

Module 14: (Competency 1-3,5-9)

Topic: Social Movements

- Read: Hutchison, Chapter 14
- Reading Reflection
- Assignment: Social Movement Photo Essay Part 1

Module 15: (Competency 1-3, 5-9)

Topic: Social Movements (cont), course wrap-up

- Discussion Board
- Assignment: Social Movement Part 2

Finals Week

- Self-Assessment
- Assignment: HBSE Influences Part 2-Digital Story