

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

Hybrid

In-Person Mondays 6-8:50pm (see calendar) and online

UWSP Wausau Branch – Room: 238

INSTRUCTOR

Instructor: Tara Anderson DSW, LCSW, CSAC

Office: Wausau- 085A

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

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

Email: tanderso@uwsp.edu

Office Hours: Monday 5-6pm and online via Zoom by appointment.

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

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.

Required Course Materials

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 4, 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 a social movement to advance and advocate for social, economic, or environmental justice policies. (Competency 3 and 5)
8. Use critical self-reflection to develop awareness of personal biases and values in how we understand the complex interactions of biological, psychological, social, spiritual, and cultural dimensions operating at different system levels. (Competency 1 and 2)

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

See updated UWSP guidance throughout the semester related to policies on face coverings.

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 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

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>

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

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, they must discuss this with the instructor prior to class. Different students have different learning styles; as such, the instructor takes an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is actively completing in-class assignments, engaging with your peers in 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 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, student may not receive full credit and 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 a hybrid course. We will meet bi-weekly in person on Monday (see schedule) with online and experiential work between course meetings. Schedule and materials are posted in Canvas. Login to the course from the UWSP Canvas Login Page. If needed, virtual sessions will be conducted via Zoom.

- The course includes a combination of in-person and online instructional/learning activities, an emphasis on reflective learning, and coursework (reading & assignments).

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 Discussion Board	40 points
Reading Reflections (1)/Discussion Boards (2)	30 points
HBSE Influences Journals (5)	25 points
HBSE Influence Digital Story	25 points
Film Analysis	50 points
Social Movement Photo Essay	50 points
Mid-Term/Final	<u>100 points</u>
Total Points	320 points

Grading Scale

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

ASSIGNMENTS- SEE DETAILED INSTRUCTIONS IN CANVAS

Reading Reflection/Discussion Boards (select weeks- 30 points total) Competency 1-9

The purpose of the reflective reading responses are to make conscious connections to the weekly topic. Some weeks a discussion board is used to pose a question related to the reading for the class to discuss.

HBSE Influences Journals Part 1 (25 points) & Digital Story Part 2 (25 pts), Competency 1, 6, 7

Students will reflect on their personal and professional development related to human behavior and the social environment. *Part 1*: Students complete journal entries responding to prompts on the influences which shaped their bio-psycho-socio-cultural-spiritual self. *Part 2*: Create a short “digital story”- a video with images, voice, & words that reflects your self-exploration of HBSE influences and emerging professional social work identity.

Application of Theory (40 points)

In this discussion board post, 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.

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

This is an opportunity to explore aspects of the environment 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 clear. Students will write a paper which synthesizes and integrates course content including phases of social work practice, applies a theoretical perspective, and includes a genogram and assessment of social systems through an ecomap.

Social Movement Photo Essay Group Presentation (50 points, Competency 1-5, 9)

Photo essay consists of 5-8 slides evaluating a historical or current social movement including implications for social work practice and advocacy for a social, economic, or environmental justice policy. Citations required.

Mid-Term & Final Exam

Mid-Term & Final exam may consist of multiple choice, short-answer, essay, or case study.

CLASS TOPICS & SCHEDULE

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

In Person Dates: 9/13, 9/27, 10/11, 10/25, 11/8, 11/22, 12/6

<p><i>Module 1: (Competency 1,2,3)</i> Date: Thursday 9/2-Sunday 9/5 Modality: Online Topic: Introductions, orientation to course</p> <ul style="list-style-type: none">• Read: Hutchison, Chapter 1
<p><i>Module 2: (Competency 1,2,3)</i> Date: 9/6-9/12 Modality: Online (no school Labor Day)</p> <ul style="list-style-type: none">• Read Hutchison, Chapter 1 (cont)• Due: Ch 1 Reading Reflection
<p><i>Module 3: (Competency 1,2,4,)</i> Date: 9/13-9/19 Modality: In-Person 9/13 Topic: Theory</p> <ul style="list-style-type: none">• Read Hutchison, Chapter 2
<p><i>Module 4: (Competency 1,2,4)</i> Date 9/20-9/26 Modality: online Topic: Theory (continued)</p> <ul style="list-style-type: none">• Due: Application of Theory Discussion
<p><i>Module 5: (Competency 1,6-9)</i> Date 9/27- 10/3 Modality: In-person 9/27 Topic: Biological Person</p> <ul style="list-style-type: none">• Read Hutchison, Chapter 3• Due: HBSE Journal Biological
<p><i>Module 6: (Competency 1,6-9)</i> Date: 10/4-10/10 Modality: Online Topic: The Psychological Person</p> <ul style="list-style-type: none">• Read: Hutchison, Chapter 4• Due: Discussion Board
<p><i>Module 7: (Competency 1,6-9)</i> Date: 10/11-10/17 Modality: In-Person 10/11 Topic: The Psychosocial Person</p> <ul style="list-style-type: none">• Read: Hutchison, Chapter 5• Due: HBSE Journal Psychological and Psychosocial (10/17)
<p><i>Module 8: (Competency 1,2,6-9)</i></p>

<p>Date: 10/18-10/24 Modality: Online Topic: The Spiritual Person/Cultures</p> <ul style="list-style-type: none"> • Read: Hutchison, Chapter 6 & 8 • Due: HBSE Journals Spiritual and Cultural (10/24)
<p><i>Module 9: (Competency 1-8)</i> Date: 10/25-10/31 Modality: In-person 10/25 Topic: Families</p> <ul style="list-style-type: none"> • Read: Hutchison, Chapter 10 • Quiz: Chapters 1-6, 8 (10/25)
<p><i>Module 10: (Competency 1-8)</i> Date: 11/1-11/7 Modality: Online Topic: Families (cont) – Focus on Film Analysis project</p> <ul style="list-style-type: none"> • Due: Film Analysis (11/7)
<p><i>Module 11: (Competency 1-3,5,7-9)</i> Date: 11/8-11/14 Modality: In-person 11/8 Topic: Physical Environment</p> <ul style="list-style-type: none"> • Read: Hutchison, Chapter 7 • In Class Activity Built Environment Assessment
<p><i>Module 12: (Competency 1,2,3,5,7-9)</i> Date: 11/15-11/21 Modality: online Topic: Social Structures & Social Institutions</p> <ul style="list-style-type: none"> • Read: Hutchison, Chapter 9 • Due: Discussion Board
<p><i>Module 13: (Competency 1-3,5-9)</i> Date: 11/22-11/24 (shortened-Thanksgiving Break) Modality: In-person 11/22 Topic: Communities</p> <ul style="list-style-type: none"> • Read: Hutchison, Chapter 13 • Due: Present Digital Story (11/22)
<p><i>Module 14: (Competency 1-3,5-9)</i> Date: 11/29-12/5 Modality: online Topic: Social Movements</p> <ul style="list-style-type: none"> • Read: Hutchison, Chapter 14
<p><i>Module 15: (Competency 1-3, 5-9)</i> Date: 12/6-12/12 Modality: In-person 12/6 Topic: Social Movements (cont), course review/ wrap-up</p> <ul style="list-style-type: none"> • Due: Social Movement group presentations
<p><i>Finals Week</i></p> <ul style="list-style-type: none"> • Final Exam (Ch 7, 9-10, 13-14)