

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

Fall 2020

Online- Hybrid

Mondays 6-7:15pm Virtual meetings (see calendar for dates)

UWSP at Wausau & Marshfield

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Office: CCC 0464

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- 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: [tanderso@uwsp.edu](mailto:tanderso@uwsp.edu)

Virtual Office Hours: Available to meet 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.

### **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* (6<sup>th</sup> 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.

### **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. Virtual sessions will be conducted via Zoom. The course will include lecture and directed class discussions, multi-media, small group discussion and activities, large group discussions, and the use of educational technology to facilitate online learning. Case examples and discussion, along with the application of key issues/concepts/theories/perspectives from the text, will also be used.

### **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](mailto: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](http://www.uwsp.edu/library/chat)      Email: [librefd@uwsp.edu](mailto:librefd@uwsp.edu)
- Text: 715-602-3542
- Personal Research Consultation via  
Zoom <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>

## **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 more than asking a question or making a comment before the entire class; participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

Please advise your instructor if you are not able to attend a virtual session so alternative arrangements can be made.

### **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.

### **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 their 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](mailto:techhelp@uwsp.edu)

## Course Technology Requirements

- webcam
- microphone
- access to a printer as needed
- a stable internet connection

## **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

## **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](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**

One of the goals of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. There is an expectation that students will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during class discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups use the language that is presently acceptable to that group.
- When referring to people who have intellectual, cognitive, or emotional challenges, or are homeless, etc. present this in a way that does not stigmatize them. Avoid using terms like “the mentally ill”, “the disabled”, “illegal aliens” or “the homeless”. Instead, use person-centered language, such as “individuals experiencing mental illness”, “people with disabilities”, undocumented immigrant or worker, etc.

### **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/>

The instructor welcomes the opportunity to meet with students to discuss assignments and/or course content. Please schedule an appointment.

### **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. *There is a one-day automatic grace period for all assignments except discussion board posts and scheduled class presentations.*

### **Student Feedback**

Student feedback is welcome either informally or formally about classroom learning and content, the instructor’s teaching strategies, scheduling, or other items. Students are encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment, if they desire.

**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**

1. Built Environment Assessment & Presentation	35 points
2. Module Discussion Boards (8 modules)	80 points
3. HBSE Influences Journals Part 1	30 points
4. HBSE Influence Digital Story Part 2	70 points
5. Film Analysis	50 points
6. Social Movement Presentation	<u>35 points</u>
	<b>300 points</b>

**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**

**Online Discussion Board (10 points each = 80 points total, Competency 1-9): Module 1-8**

Discussion Board posts will be conducted for each module. These will be written, audio, video, or other multi-media posts. See Rubric in Canvas. Professional engagement and responses in the discussion board is expected that aligns with social work values. Posts should include thoughts, feelings, reactions, and experiences as well as critical thinking and evidence-based responses that include APA citations and references, full sentences, and proper punctuation. Posts will consist of minimally an initial post and 2 responses to peer discussion posts. Late posts not accepted.

**HBSE Influences Journals & Digital Story (100 pts, Competency 1, 6, 7):Due Module 2-4, 8**

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 journal entries during modules 2-4 responding to prompts on the environmental 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.

**Film Analysis (50 points, Competency 2, 6-8): Due Module 5**

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): Due Module 6**

Complete environmental assessment and present during Module 6 synchronous session. See Canvas for details.

### **Social Movement Photo Essay Presentation (35 points, Competency 2,3,5,9): Due Module 7**

Present your photo essay in synchronous session for Module 7. 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 present context for the pictures. Images should include citations. See Canvas for assignment details.

## **CLASS TOPICS & SCHEDULE**

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

### *Module 1: (Competency 1,2,3)*

Topic: Introductions, syllabus, orientation to course. Multidimensional Approach to Human Behavior

- Read: Hutchison, Chapter 1
- Discussion Board

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

Topic: Theory, Biological Person

- Read Hutchison, Chapter 2 & 3
- Discussion Board
- Assignment: HBSE Journal-biological
- *Virtual session 9/14/20 6-7:15pm*
- *Virtual session 9/21/20 6-7:15pm*

### *Module 3: (Competency 1,6-9)*

Topic: The Psychological Person and The Psychosocial Person

- Read: Hutchison, Chapter 4 & 5
- Discussion Board
- Assignment: HBSE Journal-psychological and psychosocial
- *Virtual session 10/5/20 6-7:15pm*

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

Topic: The Spiritual Person and Cultures

- Read: Hutchison, Chapter 6 & 8
- Discussion Board
- Assignment: HBSE Journal-spiritual and cultural
- *Virtual session 10/19/20 6-7:15pm*

### *Module 5: (Competency 1,2, 6-8)*

Topic: Families, Small Groups

- Read: Hutchison, Chapters 10 & 11
- Discussion Board
- Assignment: Film Analysis due
- *Virtual session 11/2/20 6-7:15pm*

### *Module 6: (Competency 1,2,5,7, 9)*

Topic: Physical Environment

Social Structures & Social Institutions

- Read: Hutchison, Chapter 7 & 9
- Discussion Board
- Assignment: Built Environment Assessment due (present during online session)
- *Virtual session 11/16/20 6-7:15pm*

### *Module 7: (Competency 1-3,5-9)*

Topic: Communities & Social Movements

- Read: Hutchison, Chapter 13 & 14
- Discussion Board
- Assignment: Social Movement Photo Essay (present during class session 11/30)
- *Virtual session 11/30/20 6-7:15pm*

### *Module 8 (Competency 1,6,7)*

- Topic: Course Wrap Up
- Discussion Board
- Assignment/Final: HBSE Part 2 due- Digital Story



