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Human Behavior and the Social Environment: Fall 2020 Syllabus

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**California State University San Bernardino School of Social Work
Human Behavior and the Social Environment I: Lifespan Development
SW 6041 Syllabus
Fall 2020**

Course and Instructor Information

Instructor: Rigaud Joseph, BSW, MSW, PhD

Office: Social and Behavioral Sciences (SB) 409

Office Telephone: 909-537- 5507

E-mail: rigaud.joseph@csusb.edu (*I try to respond to all emails within 24 hours unless they are received on weekends. This is the best way to reach me outside office hours*).

Office Hours: Tuesdays & Thursdays, 3:00—5:00 pm and by appointment

Course Delivery Format: Fully (100%) online

Class Dates: August 24, 2020 to December 13, 2020

Credit Units: 3

School of Social Work Mission

CSUSB's School of Social Work offers accessible, dynamic, and rigorous academic programs that prepare students with the professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state, and world.

Catalog Description

Critical examination and application of biological, psychological, and social aspects of human development from infancy through old age. Major theories, risk and protective factors. Formerly offered as SW 604A.

Semester Prerequisite: classified graduate standing in the MSW program. Quarter Prerequisite: classified graduate standing in the MSW program and consent of department

Course Overview

Human Behavior and the Social Environment 1 (SW 6041) explores conceptual frameworks in human development throughout the life span. A central theme is the nature of transactions between the increasingly differentiated individual and the increasingly complex social environment. In addition, this course examines the physical, cognitive, and emotional development of the individual from infancy through adolescence and focuses on the continuation of growth, change, and adaptation throughout young adulthood, middle age, old age, and even in the process of death. Furthermore, SW 6041 relies heavily on biological, sociological, cultural and psychological perspectives to explain both internal dynamics and external opportunities and stresses that shape human behavior from the cradle to the tomb.

Relevant Professional Standards

The Council on Social Work Education (CSWE) ensures that this course provides contents on the reciprocal relationships between human behavior and social environments. Its content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

Course Goals/Objectives

On completion of SW 6041, students will be expected to:

1. Describe important concepts for understanding human behavior
2. Recognize people's involvement with multiple systems in the social environment
3. Identify major stages of human growth and development and the average expectable behaviors associated with of each stage
4. Understand the interactive nature of physical, cognitive, emotional, and spiritual development in childhood, adolescence, and adulthood
5. Identify major empirically-based theories and knowledge explaining human development from the cradle to the tomb
6. Explain normal developmental milestones for infants and children
7. Describe the dynamics of human reproduction
8. Examine common life events that affect children, adolescents, and adults
9. Summarize the effects and costs of discrimination in relation to human growth and development
10. Understand the interactive nature of families, groups, organizations, communities, societies, economic systems in relation to human behavior
11. Develop competence in writing for the profession of social work at the beginning graduate education level:

Required Textbooks

Zastrow, C, Kirst-Ashman, K. K., & Hessenauer, S. L. (2018). *Empowerment series: Understanding human behavior and the social environment* (11th ed.). Boston, MA: Cengage Learning.

Students can also use the 10th edition "Empowerment Series: Understanding Human Behavior and the Social Environment" by Charles H. Zastrow & Karen K. Kirst-Ashman published in 2015 by Brooks/Cole.

P. S. Additional required readings as noted in syllabus will be available on Blackboard.

Course Requirements and Expectations

This class will be taught completely online. You are expected to read reading materials (e.g., textbook chapter(s), articles, weekly lecture notes on blackboard) assigned for each week. You are also required to participate in the weekly discussion boards, complete brief reaction papers, take exams, and submit a final paper.

1. Weekly Discussion Boards (30%)

You are required to respond to 10 weekly discussion board (three points for each week). You should also reply to two classmates' posts to earn full credit. Demonstration of the integration of readings and critical thinking is important in formulating your response. Responses that are essentially "I agree" or "me, too" will receive no credit. Please explain *why* you agree. Discussion posts will also be graded for elements of quality writing, including grammar, spelling, and punctuation. ***Discussions are due every Sunday, 11:59 pm. Late posts will be automatically prevented on blackboard.***

2. Brief Reaction Papers (20%)

You will be required to write a total of four (4) brief (at least 2 pages, double spaced) papers in which you share your reactions to topics, ideas, concepts, and/or information you are exposed to in class as they relate to some aspect of your life. The general idea is to relate readings and

concepts from class to your field experiences and to other experiences you have had. You will be expected to follow basic APA guidelines for grammar, punctuation, and any citations/references. **The reactions are worth 5 points each and due on blackboard (under Assignment) in Week 3, 6, 9, & 12.**

3. Exams (20%)

There will be one exam is worth 20% of the grade. The format may include true or false, multiple choice, matching, short essay and/or essay questions. The exam consists of 20 questions and will be administered during **Week 16.**

4. Final Paper (40%)

A final paper assignment will be worth 40% of the grade. You are expected to write a paper (double spaced 10-12 pages) using the Intergenerational Family Congruence Model. A detailed guideline for the final paper is at the end of this syllabus. Students can access samples of the final paper on blackboard. The instructor will accept rough drafts of the final paper for review purposes. **Students should submit the final paper on blackboard under "Assignment" on or before 12/13/20 at 11:59 pm.**

Course Evaluation Plan

The course grade will be weighted as follows:

Discussions Boards:	(20%)
Reaction Papers:	(20%)
Examinations:	(20%)
Final Paper:	(40%)

In the School of Social Work, M. S. W. grades are assigned as follows:

100-96 = A	Excellent
95-90 = A-	Very good
89-86 = B+	Good
85-83 = B	Satisfactory
82-80 = B-	Poor
79-76 = C+	Below course expectations
75-73 = C	Seriously below expectations
72 and below = F	Failed course

Writing Coach

The School of Social Work has a writing coach especially for its students. Our coach, Francesca Astiazaran, will help you identify problems you might have with your writing and assist you in finding solutions. You can visit the writing coach at any stage in your writing: as early as brainstorming and/or understanding your prompt to the final stages of your paper (and, of course, everything in between). Francesca can meet with you on campus during her available hours, online (Via Google Hangouts), or by email. While she is not an editor and cannot simply go through your paper and "fix" things, she can help you with issues such as grammar, sentence structure, and word choice as well. Writing coach Francesca can be contacted at FAstiaz@csusb.edu or 909-537-3502 (office in FO 241). Additional contact information is at <http://socialwork.csusb.edu/tutor/index.htm>.

If you need more help, you can also go to the writing center at UH 387, phone: (909) 537-5232.

Internet Access to Course Material

Course materials (e.g., course syllabus, lecture power points files) are available at Blackboard (<http://blackboard.csusb.edu>).

Late Assignments

Assignments must be turned in prior to or on the date and time listed in the course syllabus unless announced otherwise. Late assignments due to unanticipated circumstances (force majeure situations) will be at the discretion of the instructor.

University Policies

Plagiarism and Cheating. Students are expected to be familiar with the University's definition of and consequences for plagiarism and cheating (Under "Academic Regulations" in the Bulletin of Courses, <http://catalog.csusb.edu>). Plagiarism or other forms of cheating are not acceptable and will be handled in accordance with university policies on plagiarism and cheating. Consequences could be as severe as being dismissed from the program.

Support for Students with Disabilities. The School of Social Work supports the University's commitment to diversity and the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodations to any student with a disability who is registered with the Office of Services to Students with Disabilities that needs and requests accommodations as recommended by that office. If you are in need of an accommodation for a disability in order to participate in this class, please contact the Office of Services to Students with Disabilities at 909-537-5238.

Cal State San Bernardino Statement of Commitment to Diversity Excerpt: Diversity Policy. "In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (Taken from the *CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity*, <http://diversity.csusb.edu>, 2010)

Dropping and Adding. It is the student's responsibility to ensure that they have enrolled in their classes, or officially dropped then if they do not intend to attend, by Census Date (usually two weeks after the start of the quarter). There are increasing penalties for not dropping or being properly enrolled by the Census Date (refer to "Academic Regulations" in the Bulletin of Courses, <http://catalog.csusb.edu>).

Emergency Event Procedures. The CSUSB campus is typically a very safe place. However, unforeseen events can happen anywhere. The purpose of this section of the syllabus to review different types of emergencies together to have a plan in mind. 911 can be called any time there is a need for an emergency response. The non-emergency phone number for campus police is 537-5165. (On campus phone the number is 75165). The campus escort service for company walking to your car is 909-537-5165. If a class is canceled due to campus closing, please go to your course Blackboard site to see if there is an alternative assignment for that class session or for other updates. The list below cannot cover every aspect of every possible situation, but it should cover some basics and provide some initial preparedness.

Coverage of Ethics, Diversity, Human Rights and Social and Economic Justice in this Course

Apply Social Work Ethical Principles to Guide Professional Practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics 2 and , as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions (CSWE Educational Policy, 2.1.2, 2008).

This course addresses ethical principles and standards that guide professional practice in the following manner: Throughout this course, students will have opportunities to understand and apply the professional code of ethics in order to effectively deal with ethical dilemmas in practice situations through vignettes, examples, and personal experiences.

Engage Diversity and Difference in Social Work Practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- View themselves as learners and engage those with whom they work as informants. (CSWE Educational Policy 2.1.4, 2008).

This course addresses diversity in the following manner: In this course, students will learn about issues related to women, racial minorities, elderly, people with disabilities, and other disenfranchised groups and how these issues affect their development and quality of life in this society.

Advance Human Rights and Social Economic Justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.

Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice (CSWE Education Policy 2.1.5, 2008).

In this course, students learn about issues on human rights, poverty, economic and social injustice issues in readings and in class discussions. Particularly this course will focus on how poverty, discrimination, inequality, and oppression affect human development psychologically, emotionally and biologically and discuss strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice.

Course Schedule

Weeks/Dates	Course Schedule (Note: Reading materials are listed on Blackboard)
	Topics
Week 1 8/24 – 8/30	Major Social Work Theories: Part I Zastrow et al. (2018), Chapter 1
Week 2 8/31 – 9/6	Major Social Work Theories: Part II Zastrow et al. (2018), Chapter 1
Week 3 9/7 – 9/13	Biological Development in Infancy and Childhood Zastrow et al. (2018), Chapter 2 Assignment Due: Reaction Paper
Week 4 9/14 – 9/20	Psychological Development in Infancy and Childhood Zastrow et al. (2018), Chapter 3
Week 5 9/21 – 9/27	Social Development in Infancy and Childhood Zastrow et al. (2018), Chapter 4
Week 6 9/28 – 10/4	Biological Development in Adolescence Zastrow et al. (2018), Chapter 6 Assignment Due: Reaction Paper
Week 7 10/5 – 10/11	Psychological Development in Adolescence Zastrow et al. (2018), Chapter 7
Week 8 10/12 – 10/18	Social Development in Adolescence Zastrow et al. (2018), Chapter 8
Week 9	Biological Aspects of Young and Middle Adulthood

10/19 – 10/25	Zastrow et al. (2018), Chapter 10 Assignment Due: Reaction Paper
Week 10 10/26 – 11/1	Psychological Aspects of Young and Middle Adulthood Zastrow et al. (2018), Chapter 11
Week 11 11/2 – 11/8	Sociological Aspects of Young and Middle Adulthood Zastrow et al. (2018), Chapter 12
Week 12 11/9 – 11/15	Biological Aspects of Later Adulthood Zastrow et al. (2018), Chapter 14
Week 13 11/16 – 11/22	Psychological Aspects of Later Adulthood Zastrow et al. (2018), Chapter 15 Assignment Due: Reaction Paper 4
Week 14 11/23 – 11/29	Thanksgiving Recess/No Assignments
Week 15 11/30 – 12/6	Sociological Aspects of Later Adulthood Zastrow et al. (2018), Chapter 16
Week 16 12/7 – 12/13	Final Examinations Assignment Due: Term Paper Due

Writing Assignment and Rubric: 40 Points

Model to be used: Intergenerational Family Congruence Model (McCaslin, 1993)

Briefly (in approximately 1-4 pages) describe the members of a three-generation family with which you are familiar. Include important ascribed and achieved characteristics such as age, gender, ethnicity, education, occupation, cohort, etc. Indicate also the formal relationships of each member to the others.

Focusing on one member of each generation (three individuals) and one period of time, analyze the development tasks faced by each member at his/her current life stage and their potential impact on the success of the others in working through their own current developmental tasks. In other words, are the developmental tasks of the members reinforcing / facilitative of each other or do they constrain/work against each other? Are the members in a position to work together toward common goals or are their needs sufficiently different that their individual goals raise contradictions for the family as a unit? If there are competing agendas among the family members, discuss how they might minimize the potential conflicts.

For this assignment, you may use a case with which you are currently involved or one with which you have worked in the past. You may also use your own family or that of a friend. Bear in mind that, on the one hand, analyzing your own family may be helpful to you on a personal level while, on the other hand, it may constrain your ability to be objective. A more optimal approach may be for students to work in pairs, each analyzing the other's family. In this way, each may receive useful personal information yet also learn more about the general issues involved.

In answering each of the following questions, you must consult and cite relevant, timely and formally published literature. Cite only scholarly peer-reviewed journals in social work, psychology, or sociology. Do not cite magazine articles or newspaper articles. At least 4 sources must be cited for the entire paper. The majority of your citations must be empirically based journal articles or government publications. You may cite textbooks as part of your 4 sources.

The final product will be approximately 10 – 12 pages. The paper will be double spaced (font size: 12). An additional bibliography and cover page is required. Sources must be cited in the text and on a reference list according to APA style.

See <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> for a list of rules for APA style.

Final Paper Rubric (Each area is worth 8 points).

1. Briefly describe the members of a three – generation family with which you are familiar. Include important ascribed and achieved characteristics such as age, gender, ethnicity, education, occupation, cohort, etc.

Poor/Fair (0-2 points)	Good (3-5 points)	Excellent (6-8 points)
Provides insufficient description of family members and their relationship. Characteristics are minimal and illustration of members are unclear.	Provides sufficient description of family members and their relationship to each other in an understandable manner.	Provides key and informative descriptions of family members and their relationship to each other. Details are relevant.

2. Focusing on one member of each generation (three individuals) and one period of time, analyze the development tasks faced by each member at his/her current life stage and their potential impact on the success of the others in working through their own current developmental tasks.

Poor/Fair (0-2 points)	Good (3-5 points)	Excellent (6-8 points)
Development tasks faced by members at his/her current life stage are unclear. Impact on the success of the others in working through their own development tasks are missing or unclear.	Development tasks faced by members at his/her current life stage are adequately defined. Impact on the success of the others in working through their own development tasks are described.	Development tasks faced by each member at his/her current life stage are effectively illustrated and well analyzed. Impact on the success of the others in working through their own development tasks are clearly expressed and. Demonstrates understanding of developmental tasks. Correctly integrates some aspect of HBSE course material.

3. Are the developmental tasks of the members reinforcing / facilitative of each other or do they constrain/work against each other?

Poor/Fair (0-2 points)	Good (3-5 points)	Excellent (6-8 points)

<p>Brief discussion of developmental tasks. Insufficient quality or quantity of content to adequately answer question.</p>	<p>Developed discussion if developmental tasks of the members are reinforcing / facilitative of each other and if they constrain/work against each other.</p>	<p>Articulates clearly if developmental tasks of the members are reinforcing/facilitative of each other or if they constrain/work against each other. Evidence of critical thinking about each member and their impact of other members. Demonstrates understanding of development tasks.</p>
<p>4. Are the members in a position to work together toward common goals or are their needs sufficiently different that their individual goals raise contradictions for the family as a unit? If there are competing agendas among the family members, discuss how they might minimize the potential conflicts. Conclude by making an argument on the level of congruence for the family (not congruent, somewhat congruent, congruent, or very congruent). Justify your position.</p>		
<p>Poor/Fair (0-2 points)</p>	<p>Good (3-5 points)</p>	<p>Excellent (6-8 points)</p>
<p>Does not clearly demonstrate the positions of members towards common goals. Insufficient quality or quantity of content to answer question.</p>	<p>Discusses in an understandable manner if members are in a position to work towards common goals or if needs contradict. Competing agendas (if any) is briefly discussed towards minimizing potential conflicts.</p>	<p>Conveys if <u>all</u> members are in a position to work together toward common goals or are their needs sufficiently different that their individual goals raise contradictions for the family as a unit. Competing agendas (if any) are discussed towards minimizing potential conflicts. Evidence to back up ideas; use of student's critical ideas and thought.</p>
<p>5. Overall coherency and writing quality (introduction, other sub-sections, conclusions and recommendations, clarity, careful editing, clearly proofread for errors, correct citations and correct bibliography)</p>		
<p>Poor/Fair (0-2 points)</p>	<p>Good (3-5 points)</p>	<p>Excellent (6-8 points)</p>

A number of typos, incorrect citation format, problems with sentence structure, too long or too short paragraphs, writing is not clear, difficult to understand. Lacks focus.

Some typos or incorrect citation formats, minor lack of clarity, some sentences or paragraphs could be better written.

Virtually or totally error free. Clear, understandable, well organized writing.