SOC/SW 376 Human Behavior and the Social Environment (HBSE)
Online – Virtual course
Virtual Meetings via Zoom, Wednesdays 5:30pm – 8:00pm

INSTRUCTOR

Instructor: Tara Anderson DSW, LCSW, CSAC
Office: Science Building B345
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: Hours: in-person Tuesday and Thursday 10am -11am 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
- 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 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

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.

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.

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/

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)
9. Understand physical, cognitive, and psychosocial development across the lifespan. (Competency 2, 4, 6-8)

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

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
o   Online Chat: www.uwsp.edu/library/chat   Email: librefd@uwsp.edu
o   Text: 715-602-3542
o   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 mange 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 by the date due. Students are responsible for reaching out to the instructor to negotiate alternate due dates when it may be needed. You must do this at least 24 hours before the due date; however, requesting an extension is not guaranteed. The maximum extension is 3 days per semester. You are welcome to use this extension on one assignment or 3 assignments (1 day extension each). Late assignments without advance notice and those turned in after the agreed extension may result in a deduction of a half letter grade (example from A to A-) *per day*. No late assignments will be accepted two weeks past due date and no late assignments for presentations or final.

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 online course. We meet virtually via Zoom weekly on Wednesday night. Schedule and materials are in Canvas. See technology requirements posted and expectations related to webcam use. This course includes an emphasis on reflective and applied learning.

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.
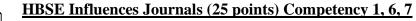
Course Requirements

In-Class Assignments	50 points
HBSE Influences Journals (5 @ 5 points each)	25 points
Case Study Film Analysis	75 points
Community Action Project (mostly in-class)	50 points
Lifespan Development Group Teaching	20 points
Exam	90 points
HBSE Influences Digital Story (Final)	45 points

Total Points 355 points

Grading Scale

		Percent				
			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

HBSE Influences Journals (25 points) Competency 1, 6, 7
Students reflect on their personal and professional development related to human behavior and the social environment. Journal entries reflect on influences shaping their bio-psycho-psychosocial-cultural-spiritual self (5 points each).

Case Study Film Analysis (75 points, Competency 2, 6-8)
This is an opportunity to explore aspects of the environment by highlighting the interaction between person and environment. Using the film, *Including Samuel*, students will write a paper which synthesizes and integrates course content including phases of social work practice, applies a theoretical perspective, and includes completing a genogram and ecomap. See details on Canvas

Lifespan Development Group Teaching (20 points, Competency 1-4, 6-8)
15-minute group presentation consists of describing the *physical, cognitive, and psychosocial development* during one of the phases of the lifespan. Groups will be divided into pre-pregnancy/prenatal, infancy/toddlerhood, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood. Details on Canvas.

Exam
Exam may consist of multiple choice, true/false, and short-answer essay.

☀ **Community Action Project (50 points, Competency 1, 6-9)**
🏠🏡 This assignment involves application of skills of the social work phases of practice through a small-scale community action project. You will explore a community problem utilizing a community action planning approach based on participatory rural appraisal and other theoretical perspectives on community. Class time provided to work on this project. This involves:

- choosing a territorial or relational community and describing the community and its history, community culture and community structure, linkages
- **engaging** with a community member to gain *local knowledge* of a problem within the community to further explore an identified problem
- **assessing** *local resources* in the community including assets and strengths, social capital, natural and built environment, and identifying community type (community lost, community saved, community liberated)
- propose and plan **interventions**, *outside help*, that match community identified priorities/needs and include possible local partnerships
- describe how you would **evaluate** the effectiveness of the interventions

💡 **In-class Assignments: 50 points, Competency 1-9**
👥 We will have in-class assignments as we engage with course content and our peers to build competency in our understanding of HBSE concepts.

📝🖼 **HBSE Digital Story- Final (45 pts), Competency 1, 6, 7**
Create a "digital story" -a multimedia story with images, voice, & words reflecting your self-exploration of HBSE influences and emerging professional identity. This assignment is intended to allow students to reflect on their personal and professional development related to human behavior and the social environment. Your assignment is to create a digital story using Microsoft SWAY. Choose the type of SWAY you prefer such as blog (standard or enhanced), newsletter, student report, presentation, etc.

Header 1-4: A general **description of your biological-psychological-psychosocial-cultural-spiritual self**. Be sure and address 4 of the 5 components! State how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life. See your journal entries to help.

Header 5: Choose 1 of the **models of identity development** discussed in class and describe your progress through those stages to include your current stage of development. Choose from Chapter 4 & 5 of textbook: Piaget's stages of cognitive development, moral development theories, social identity theory, or Erikson's Stages of Psychosocial Development. Where are you now, and what phases have you passed through?

Header 6: Share and briefly explain a **genogram** you created for your family system. Describe a **family ritual AND your experience of roles, role conflict, or gender roles**. (Ch 10)

Header 7: Describe your individual (or family system) **life course development** using 3 of the 6 aspects of the Life Course perspective (ch 2 & 10)

Header 8: Identify and briefly describe 1 major **social movement** taking/taken place that has influenced you in the larger environment and how your development and worldview are/were affected. Is this a reactive or proactive social movement?

Header 9: Discuss the **values** you bring with you as you progress through your educational journey and as you prepare for entering your future career. Choose at least 1 of the social work values to discuss: service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence.

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

CLASS TOPICS & SCHEDULE

Module Week & Topic	Dates	Reading/Content	Evaluations/Assignments
Orientation & Theoretical Framework			
Module 1: (Competency 1,2,3) Topic: Introductions, orientation, overview of phases of social work practice	Wednesday 1/26	Read: Hutchison Ch 1	
Module 2: (Competency 1,2,3) Topic: Multidimensional Framework	Wednesday 2/2	Read: Hutchison Ch 1	
Module 3: (Competency 1,2,4,) Topic: Theory	Wednesday 2/9	Read Hutchison, Ch 2	
Module 4: (Competency 1,2,4) Topic: Theory (continued)	2/16	Read: see Canvas	
Dimensions of the Person and Environment			
Module 5: (Competency 1-8) Topic: Families	2/23	Read: Hutchison, Ch 10	
Module 6: (Competency 1,6-9) Topic: Biological Person	3/2	Read: Hutchison, Ch 3	**Due: HBSE Journal Biological 3/1**
Module 7: (Competency 1,6-9) Topic: Psychological Person	3/9	Read: Hutchison, Ch 4	**Due: HBSE Journal Psychological 3/8**
Module 8: (Competency 1,6-9) Topic: The Psychosocial Person	3/16	Read: Hutchison, Ch 5	**Due: HBSE Journal Psychosocial 3/15**
Spring Break	*Spring Break*	*Spring Break*	*Spring Break*
Module 9: (Competency 1,2,6-9) Topic: The Spiritual Person	3/30	Read: Hutchison, Ch 6	**Due: HBSE Journal Spiritual 3/29**
Module 10: Competency 1-3,6-9 Topic: Cultures	4/6	Read: Hutchison Ch 8	**Due: HBSE Journal Cultural 4/5**
Module 11: Competency 1-4,6-8 Topic: Human Development Across the Lifespan	4/13	Read: groups assigned <u>selected</u> Chapters 9-30 (Tyler e-book)	**Due: Group Teaching on lifespan development**
Module 12: Competency 1-3,5,7-9 Topic: Physical Environment	4/20	Read: Hutchison, Ch 7 **Watch**: *Including Samuel* (link- Canvas)	**Exam: Modules 1-11, opens 4/14 & <u>due 4/18</u>**
Module 13: Competency 1-3,5-9 Topic: Communities, Evaluation	4/27	Read: Hutchison, Ch 13	**Due: Case Study Film Analysis 4/25**
Module 14: Competency 1-3,5-9 Topic: Communities	5/4 Note: class time is a project workday	Read: Review readings	
Module 15: Competency 1-3,5-9 Topic: Social Movements	5/11	Read: Hutchison, Ch 14	**Due: Community Action Project 5/9**
Finals Week			**Due: HBSE Digital Story**