

Human Behavior In The Social Environment I 2365

Course Syllabus: Spring 2018



NORTHEAST TEXAS
COMMUNITY COLLEGE

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description (include prerequisites): Examines biophysical, psychological, and behavioral domains of human development. Individual and family interactions with the environment are emphasized during each stage of the life cycle: infancy and early childhood, adolescence and young adulthood, middle adulthood and later years. Major theories to underpin assessment and intervention with individual and family client systems are presented, within the broader context of a systems approach. (3 semester hours).

Required Textbook(s):

Zastrow, C. and Kirst-Ashman, K. (2000). *Understanding Human Behavior in the Social Environment* (10th ed.). Chicago, IL: Nelson Hall

Publisher: Cengage

ISBN Number: 0495809527

Recommended Reading(s):

None

Student Learning Outcomes:

1. To introduce students to a system paradigm for incorporating knowledge, theories, and methodologies for practice with persons at different stages of life span development.
2. To assist students in synthesizing biological, psychological, and social interactions of individuals in the processes of human growth and development.
3. To identify the interdependence of individuals, families, groups, organizations and communities on the processes of human growth and development.
4. To emphasize the impact of age, race, ethnicity, socioeconomic class, gender roles and sexual orientation on interactions within the environment.
5. To enhance students' awareness of social work values and ethics in relation to assessment and intervention strategies with diverse populations, especially populations at risk.

6. To assist students in analyzing the research base of theories and knowledge presented in the course content.

SCANS Skills:

N/A

Lectures & Discussions:

Week 1

Introduction to course and course requirements:
Introduction to systems theory, concepts, and model.
Class discussion on how to build theory bases of
knowledge for practice
Text, Ch. 1

Week 2

Social systems as a model for understanding human
behavior: Explore how social systems assumptions,
concepts, and theories differ from perspectives of other
disciplines. Biological, psychological, and social
perspectives of human behavior are introduced.
Examples and drawings will be used to demonstrate
individual, family, agency, and community system
interactions
Text, Ch. 1
Video: Piaget's
Stages of
Development

Week 3

Development during Infancy and Early Childhood:
Discussion of biological systems and their impacts on
prenatal and early childhood development. Discussion of
major psychological perspectives on early development.
Discussion of social systems impact, such as family, on
early development.
Text, Ch. 2 – 3
Video: Conception to Birth

Week 4

Family Life: The family is introduced as an institution or
system whose values and authority shape individual
emotions and thoughts. New family forms and roles are
discussed.
Text, Ch. 4

Week 5

Ethnocentrism and Racism: Discussion of causes of prejudice, discrimination and oppression. Implications for social work practice will be explored.

Class Exercise: Racism Activity

Text, Ch. 5

Video:

Week 6

Adolescence and Young Adulthood: Discussion of biological and psychological changes associated with puberty and young adulthood. Issues of identity formation will be explored.

Text, Ch. 6

Week 7

Adolescence and Young Adulthood: Psychological perspectives and issues.

Text, Ch. 7

Week 8

Review/Mid-term

Adolescence and Youth Adulthood (Continued): Interactions of adolescents with families and the community will be discussed.

Text, Ch. 8

Week 9

Spring Break

Week 10

Gender Roles and Sexism: Discussion of the development of gender roles and issues of sexism.

Class Exercise: Sexism Activity

Text, Ch. 9

Guest Speaker:TBD

Week 11

Middle Adulthood: Discussion of the biological impacts on growth & development during middle adulthood

Text, Ch. 10

Week 12

Class Assignment: Read "I'm a Girl." Understanding Transgendered Children. Retrieved Jan. 11, 2008, <http://abcnews.go.com/2020/Story?id=3088298&page=4>

Sexual Orientation and Homophobia: Discussion of aspects of sexual orientation and effects of homophobia on the development of gays and lesbians. Implications

for social work will be explored.

Text, Ch. 13

Week 13

Middle Adulthood: Discussion of the psychological and significant social systems and impacts on middle adulthood.

Text, Ch. 11 – 12

Week 14

Middle Adulthood: (continued)

Text, Ch. 11 – 12

Guest Speaker

Week 15

Later Adulthood: Biological impacts on growth & development during later adulthood; Psychological impact on growth & development during later adulthood

Class Exercise: Ageism Exercise

Text, Ch. 14 – 15

Week 15

Later Adulthood (Continued): Social impacts on growth & development during later adulthood.

Text, Ch. 16

Week 16

Review

Final Exam

Evaluation/Grading Policy:

Evaluation for course grade will be computed according to the following formula:

2 Tests @ 100 points each	200 points
Assignment #1	100 points
Assignment #2	100 points
Application of Developmental Theory	100 points
Total Possible	500 points

Grading and evaluation--In general, a course grade of a "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in the case of both outstanding efforts and quality in the required products.

The grades will be awarded on the following basis:

A = 90% to 100% of possible points
B = 80% to 89% of possible points
C = 70% to 79% of possible points
D = 60% to 69% of possible points
F = 59% and below of possible points

Tests/Exams:

There will be two tests (100 points each). Everyone must take the final exam. Exams will consist of multiple choice, matching or definitions, and short essay questions.

Make-up examinations, as a rule, will not be permitted, unless the student's absence is excused in advance.

A grade of incomplete ("X") will not be given unless the student contacts the instructor to make special arrangements for making up required work. Only emergency situation that prohibit the student from completing the course as planned will warrant consideration of the grade of "X".

Mid-term: March 8th

Final: May 8th

Assignments:

All written assignments should be typed (12-point font), double-spaced, with one inch margins, a title page and stapled. Students are encouraged to submit written work that has been spell-checked and is free of grammatical errors. Students are expected to use APA style when citing reference materials. Students are advised that points will be deducted if these criteria are not met.

Assignment #1 – Early Childhood Paper

Due February 27th

Observation

Attend a class at an elementary school in your community (other than your child's school). Observe the class for at least **2 hour**. Write a 2-3 pagepaper with the following information:

- Date and Place of Observation
- Age group observed
- Ethnic groups represented/disabled groups represented, male and female representation
- Socioeconomic groups represented
- Teacher's approximate age, sex, and ethnic background

Discuss the interactions of the students and teacher. What style of discipline was used? Did the environment appear to foster equal learning opportunities for all children? How could you tell. Refer to the theories from our textbook in your written report on this observation.

Assignment #2 – Aging Paper

Due April 24th

Observation

Volunteer at a nursing home within your community. Observation and interaction must be a minimum of **2 hours**. Write a 3-4 page paper with the following information:

- Date and Place of Observation
- Age group observed
- Ethnic groups represented/disabled groups represented, male and female representation
- Socioeconomic groups represented
- Facility's approximate age, sex, and ethnic background
- What type of services are provided
- What is the funding source

Discuss the interactions of the patients and staff. Did the environment appear to foster a good quality of life? How could you tell. Refer to the theories from our textbook in your written report on this observation.

Application of Developmental Theory

Due March 20th

The purpose of this assignment is to apply Erikson's theory of development to the adolescent stage of the student's development. The paper should be approximately 3 pages in length, in addition to the cover page. Be sure to cite the text on the reference page as well as any other sources of information used. The paper should be specific, descriptive and well organized. The following outline is suggested:

- I. Introduction
 - Purpose of the Paper
- II. Application of Theory
 - Include a brief overview of Erikson's theory of development.
 - Provide two-three specific examples from your adolescence and early adulthood which exemplify or illustrate Erikson's theory (refer to text).
- III. Conclusion
 - Include conclusions and insights gained from this assignment

All written assignments should be typed (12-point font), double-spaced, with one inch margins, a title page and stapled. Students are encouraged to submit written work that has been spell-checked and is free of grammatical errors. Students are expected to use APA style when citing reference materials. Students are advised that points will be deducted if these criteria are not met.

Other Course Requirements:

N/A

Student Responsibilities/Expectations:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students who are tardy to class will be counted as absent unless they notify the instructor otherwise. NTCC policy regarding attendance will be upheld. Students are allowed two absences (excused or unexcused) without any penalty. Ten (10) points will be deducted for additional absences, beginning with the third absence. If a student misses more than three classes, he/she should drop or withdraw from the class until such a time that consistent attendance is possible. Students will "university approved" absences will be allowed to make up any missed work, but will still have the aforementioned points deducted (due to an inability to "participate" in classes from which the student is absent). Students are asked to turn off their cell phones and any other electronic devices during class.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with John Coleman, Academic Advisor/Coordinator of Special Populations located in the College Connection. He can be reached at 903-434-8104. For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

Family Educational Rights And Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Other Course Policies:

Students are asked to turn off their cell phones and any other electronic devices during class.

