

SOCIOLOGY 352: HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT

FALL 2011----MW 11-12:15

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OFFICE HOURS: MW 9-10:30; TR 9-10 OR BY APPOINTMENT

DATES TO REMEMBER:	
Quiz 1	September 21
Examination I:	October 5
Group Presentations:	October 24, October 26
Quiz 2	October 31
Examination II:	November 9
Group Presentations:	November 16, November 21
Quiz 3	November 30
Final Examination Session	December 16, 8-9:50

COURSE DESCRIPTION:

This course is an introduction to the nuts-and-bolts of social work practice. The course is designed with several general objectives in mind: (1) to familiarize the student with specific techniques of social work such as the person-in-environment approach and case management, (2) to provide a fundamental understanding of roles of community and family in social work practice, (3) to explore the needs of selected special populations in the community, (4) to identify the biological, psychological, and social influences on development and behavior across the life cycle, and (5) to introduce the student to fundamental social work practice skills.

COURSE OBJECTIVES:

At the end of the course each student should be able to:

1. identify and apply fundamental social work practice skills and models of human behavior in the social environment;
2. understand the roles of social groups, family, and community in shaping human behaviors
3. assess the effects of biological, psychological, and social systems on human

- development and behavior;
4. delineate the challenges and problems facing individuals at various points in the life cycle from infancy and childhood to later adulthood;
 5. identify transitional factors that induce stress in individuals, families, and communities;
 6. distinguish the practice needs of selected, at-risk special populations in the community.
 7. write more effectively.

CLASS FORMAT:

Materials are presented primarily through lectures, case study exercises, required readings and class discussions. Lectures are drawn from assigned readings and outside materials.

Students are allowed three unexcused absences during the semester except on guest speaker or class presentation days. Unexcused absences on guest speaker or class presentation days are counted as four absences. Each unexcused absence beyond the allotted three will reduce the student's final grade average by one point.

REQUIRED TEXTBOOK

Understanding Human Behavior and the Social Environment, C. Zastrow and K. Kirst-Ashman, Eighth Edition, 2010, Brooks/Cole Publishers, Belmont, California.

Any additional readings are Internet accessible and require a username and password. The username is ***martin*** and the password is ***gumbo***.

GRADING SYSTEM:

Students will complete two examinations and a final examination during the semester. These will be in-class examinations. Tentative dates for the examinations are **October 5** and **November 9**. The final examination is scheduled for **Friday, December 16, 8-9:50**; the final examination will not be comprehensive. The two examinations and final examination will comprise **45%** of the final grade. Examinations will consist of short answer and essay questions and will cover content primarily covered in class lectures and assigned readings other than the required Zastrow and Kirst-Ashman textbook. Make-up examinations will not be given unless an excused absence is provided; without an excused absence, a grade of zero will be recorded for the examination.

Students will complete three quizzes during the semester. The lowest quiz grade will be dropped and **20%** of the final grade will be based on students' scores on their best two quizzes. Each quiz will consist of 75 multiple choice and true/false questions covering the material in the required Zastrow and Kirst-Ashman textbook and will be administered via Blackboard. Students will have 120 minutes to complete each quiz. The schedule and deadlines for the quizzes are as follows:

Quiz 1 (Selected material from Chapters 1-5 Zastrow and Kirst-Ashman): To be completed by Wednesday, September 21, Noon

Quiz 2 (Selected material from Chapters 6-9 Zastrow and Kirst-Ashman): To be completed by Monday, October 31, Noon

Quiz 3 (Selected material from Chapters 1-5 Zastrow and Kirst-Ashman): To be completed by Wednesday, November 30, Noon

A **Social Work Project** with a written and oral component is required during the semester. The **Project** will comprise 35% of the final grade. Of the 35%, 25% will be the instructor's evaluation of the written component and 10% will be the instructor's evaluation of the oral component **The final written draft of the project is due one week after the oral presentation date.**

The grade information is summarized in the box below:

Examinations	= 45%
Quizzes	= 20%
Instructor's evaluation of Written Component of Social Work Project	=25%
Instructor's Evaluation of Oral Component of Social Work Project	=10%
Total	=100%

The following grading scale will be used:

A : 90-100%

B : 80-89%

C : 70-79%

D : 60-69%

F : less than 60%

OTHER CONSIDERATIONS:

Accommodations: If you require course adaptations or accommodations because of a documented disability, if you have emergency information to share with me, or if you need particular arrangements in the case the building must be evacuated, please make an appointment with me as soon as possible. My office location and hours are listed on the first page of the syllabus.

Electronic Devices: Please turn off all electronic devices and put them away prior to the start of class. Interruptions due to electronic devices will result in the student being asked to leave class and receiving an unexcused absence.

Student Class Participation: Do remember that each of you brings a unique collection of experiences and perspectives to the class. By being present, reading the assigned materials, and participating in class discussions, each of you adds to the intellectual depth and richness of the course.

Deadlines: The deadlines for assignments are firm barring serious, unforeseen difficulties. Please notify the instructor immediately if serious and unforeseen difficulties arise. Late assignments may be submitted, but a 5-point penalty per day will be subtracted from the grade. The 5-point penalty applies to weekends as well as weekdays.

Writing and Editing Assignments: Please edit all written assignments carefully. Poorly edited assignments are difficult to understand and will reflect negatively on the grade. If you are unsure of your editing and writing abilities, visit the Writing Studio for assistance.

IMPORTANT NOTE ON PLAGIARISM: If you plagiarize someone's work (i.e., turn in the same paper that someone else has turned in), if you quote sentences from another source without using quotations and citing the source, or if you turn in a paper that is not your individual, independent work for this specific class, you will receive an automatic ZERO for that portion of the grade. If you do it again, you will FAIL the course. In addition, any assignment completed for this course should be an independent and unique paper just for this class. You cannot turn in work that is or has been completed for another class or that is part of another class's assignment.

ALL RESEARCH PAPERS WILL BE SENT TO *turnitin.com* TO CHECK FOR PLAGIARISM. To submit a paper to www.turnitin.com, the Class ID for Sociology 352 is **4186840** and the Password is **soc352**.

Dates	Topics and Activities	Readings
August 22	Review of syllabus and introduction to course	<p>“The Hated Do-Gooders: Social Work in Context.” Go to http://faculty.adams.edu/~mwmartin/COURSES-TAUGHT.htm and follow links to assigned reading. Username and password are required.</p> <p>Chapter 1, Zastrow and Kirst-Ashman, Pages 1-18, Beginning of chapter to A Theoretical Approach to Human Behavior... Pages 37-43, Models of Community Change to Human Behavior In and With... Pages 46-48, Social Worker Roles to End of</p>

		chapter
August 24	Doing social work Ecological model Case study and discussion	Chapter 2 , Zastrow and Kirst-Ashman, Pages 64-71, <i>Developmental Milestones to Significant Issues and Life Events</i> .
August 29- August 31	The community context for social work Types of community organizing with emphasis on social action	Alinsky reading on Social Action and Tactics: Go to http://faculty.adams.edu/~mwmartin/COURSES-TAUGHT.htm and follow links to assigned reading. Username and password are required. Chapter 3 , Zastrow and Kirst-Ashman, Pages 95-102, <i>Beginning of chapter to Phenomenological Theories...</i> Pages 111-121, <i>Cognitive Development: Piaget to Sociocultural Cognitive Development...</i> Pages 124-147, <i>Emotional Development to End of chapter</i>
September 5 September 7-19	Labor Day—No Class Family dynamics, dysfunction, and assessment Case study exercise Strengthening families using family preservation Child Welfare Issues Deadline to complete Quiz 1 (Chapters 1-5): Wednesday, September 21 at Noon	“Homebuilders: Helping Families Stay Together.” Go to http://faculty.adams.edu/~mwmartin/COURSES-TAUGHT.htm . Chapter 4 , Zastrow and Kirst-Ashman, Pages 151-156, <i>Beginning of chapter to The Application of Systems...</i> Pages 161-180, <i>Learning Theory to Additional Issues</i> Pages 186-190, <i>Cultural Context and Parenting Style</i> Pages 185-190, <i>Impacts of Common Life Events on Children to The Social Environment: Peers...</i> Pages 199-213, <i>Child Maltreatment to End of chapter</i> Chapter 5 , Zastrow and Kirst-Ashman, Pages 215-228, <i>Beginning of Chapter to Impacts of Social and Economic Forces...</i> Pages 237-253, <i>Community Strategies to Promote Social and Economic Justice to End of chapter</i>

September 21-26	<p>Child development issues</p> <p>Developmental milestones</p> <p>Lags in development</p> <p>ADHD in children</p>	
September 28-October 3	<p>Ethnically sensitive social work practice</p> <p>Case study and exercise</p>	<p>“Hispanic American Clients.” Go to http://faculty.adams.edu/~mwmartin/COURSES-TAUGHT.htm</p>
October 5	Examination I	
October 10-19	<p>Over examination</p> <p>Principles of case management</p> <p>Mental health issues</p> <p>Subjective experience of mental illness</p> <p>Anxiety and Post-Traumatic Stress Disorder</p>	<p>“Traumatized Clients.” Go to http://faculty.adams.edu/~mwmartin/COURSES-TAUGHT.htm.</p> <p>Chapter 6, Zastrow and Kirst-Ashman, Pages 255-274, Beginning of chapter <i>to</i> Sexually Transmitted Infections...</p> <p>Chapter 7, Zastrow and Kirst-Ashman, Pages 298-307, Moral Development <i>to</i> Fowler’s Theory of Faith... Pages 315-325, Suicide <i>to</i> End of chapter</p>
October 24	Class Presentations: Scenarios II & III	<p>Chapter 8, Zastrow and Kirst-Ashman, Pages 327-340, Beginning of chapter <i>to</i> Emotional and Behavioral Problems Pages 350-355: Macro System Problems: Crime and Delinquency <i>to</i> Empowerment Through Social Work with Groups Pages 364-368, Leadership Theories <i>to</i> End of chapter</p>
October 26	Class Presentations: Scenarios V & VIII	<p>Chapter 9, Zastrow and Kirst-Ashman, Pages 369-405, Entire chapter</p>

October 31	Discussion of eating disorders Deadline to complete Quiz 2 (Chapters 6-9): Monday, October 31 at Noon	
November 2	Family and marriage Marriage and divorce Divorce and stepfamilies	“Reconstructing the Stepfamily: Old Myths, New Stories.” .” Go to http://faculty.adams.edu/~mwmartin/COURSES-TAUGHT.htm .
November 7	Domestic violence	“Challenging the Tradition: In Some Families, Violence is a Way of Life.” Go to http://faculty.adams.edu/~mwmartin/COURSES-TAUGHT.htm . “The Criminalization of Domestic Violence: What Social Workers Need to Know.” .” Go to http://faculty.adams.edu/~mwmartin/COURSES-TAUGHT.htm .
November 9	Examination II	
November 14	The homeless experience Generic features of street life Salvaging a sense of self Practice issues	Chapter 11 , Zastrow and Kirst-Ashman, Pages 448-458, Maslow’s Hierarchy of Needs <i>to</i> Choice Theory Pages 477-486, Dependence on Alcohol and Other Drugs <i>to</i> End of chapter Chapter 12 , Zastrow and Kirst-Ashman, Pages 488-497, Beginning of chapter <i>to</i> Macro Social System Theories Pages 501-537, Poverty: Impacts of Social and ‘ Economic Forces <i>to</i> Social Work with Organizations
November 16	Class Presentations: Scenarios I & VI	Chapter 14 , Zastrow and Kirst-Ashman, Pages 584-605, Beginning of chapter <i>to</i> Conceptualizing Stress

November 21	Class Presentations: Scenarios IV & VII	
November 23	Thanksgiving—No Class	
November 28- December 7	Growing Old Caregiving and elder abuse Institutionalization in nursing facilities Deadline to complete Quiz 3 (Chapters 11-12 and 14-16): Wednesday, November 30 at Noon	Chapter 15 , Zastrow and Kirst-Ashman, Pages 617-629, Low Status and Ageism to Grief Management and Death Education Chapter 16 , Zastrow and Kirst-Ashman, Pages 639-662, Entire chapter
December 16, Friday	Final Examination: 8-9:50	

SOCIAL WORK PROJECT

Thirty-five percent of the final grade is based on a social work project. The purpose of the project is to provide students practice in viewing various problematic social situations from the perspective of a social worker. Each group/individual will orally present the project results to the class and summarize the results in a jointly written document. Each individual/group will use the information in an initial scenario as a starting point for further research. Individuals/groups will identify the critical factors operating in the scenario and research the social work literature (professional journals, books, and Internet sites) to gain a social work perspective on the practice problem at hand. **(A word of caution—do not rely exclusively on just Internet sites for the project; be sure to include materials from professional journals and books.)** The individual/group will also identify and comprehensively interview at least one professional human service worker in the community about the problem at hand (to document the interview, a summary transcript of the interview should be available upon the request of the instructor). The process is as follows:

Step 1:

Identify the critical factors operating in a practice scenario (e.g., unemployment and family violence). Do research on the critical factors. For example, what are the effects of unemployment on the individual and family? What is the relationship between unemployment and family violence? What are other causes and consequences of family violence? What sorts of treatments or interventions work best with the unemployed or families experiencing violence? Put all this

information into a written narrative (with citations and references in *American Sociological Association* format). Develop a fact sheet (with citations and references) summarizing the narrative information for distribution to the class during the oral presentation.

Step 2:

Develop a **social work practice plan** or treatment plan. Use the format of a comprehensive case management plan as a guide. The plan should identify a presenting problem, prioritize the problems to be addressed, summarize the specific needs of the clients, identify the actions, interventions, and services that have been proven to professionally help the clients in question, and outline possible obstacles or barriers to treatment. Rely on the professional research literature to determine which interventions and services work the best.

Step 3:

Develop a **resource acquisition plan**. This plan identifies the specific services available in the San Luis Valley for the clients and discusses what services are not available locally (service gaps). Phone and visit local human services agencies and professionals to develop a comprehensive and complete list of available services. The plan also discusses service options or innovative programs available in other communities that would be helpful to the clients.

The Social Work Project will be **graded** using the following criteria:

Quality of the research on the critical factors: How well are the critical factors researched, elaborated, and built upon?

Quality of the social work practice plan: Is the presenting problem clearly identified? Is the plan a workable plan based upon documented social work research and practice? Does the plan utilize the ecological model? Does the plan identify potential obstacles or problems?

Quality of the resource acquisition plan: Does the plan indicate a sound understanding of the agencies and resources, local or otherwise, available to assist the clients?

Standard Writing Criteria: Is the document well organized and well written with proper grammar and sentence construction? Has the document been properly edited? Are the citations and references in American Sociological Association (ASA) format?

Oral presentations should be approximately 30 minutes in length. The critical factor(s) fact sheet should be available as a handout and PowerPoint presentations are encouraged.

Oral presentations are scheduled for **October 24, October 26, November 16 and November 21.**

The written narrative or summary of the project is due **one week after the oral presentation date.**

SOCIAL WORK PROJECT SCENARIOS:

I	A husband who batters his wife: Both have issues with alcohol. A family member frequently sexually abused the wife as a child. The husband grew up in a household where physical discipline, not abuse, was common. The wife has tried unsuccessfully to leave the relationship several times. Their only child, a male, is having discipline and academic problems in school.
II	An unemployed father who physically abuses the youngest of his three children: The father views the youngest child as a behavior problem who requires strict discipline. The stay-at-home mother shows indications of clinical depression and occasionally emotionally neglects the child. The child shows signs of Attention Deficit-Hyperactivity Disorder.
III	An adult schizophrenic female living with her parents: Relapses are frequent and the parents are having economic problems providing income and medical support for the daughter. There is tension in the family. The daughter shows signs of increasing social isolation and possibly is suicidal.
IV	An elderly female caring for her husband who is in the middle stages of Alzheimer's disease: They live on the husband's minimal Social Security pension and his prescription drugs costs are increasing. They face the prospect of a nursing home admission in the near future. Signs of caregiver neglect are evident.
V	A recently pregnant teenager living with her parents: Her parents are very traditional and strict and there is family tension and turmoil regarding the pregnancy. The teenager is attempting is sorting through her options regarding the pregnancy. Abortion and adoption are possible but unlikely choices. Chances are that she will end up being a teen mother; she is apprehensive about this possibility and what it will entail. She is considering marriage to the teenage father who is willing but somewhat resistant to idea.
VI	A homeless family (mother and two children) living in their automobile: The mother shows signs of a mild cognitive disability and was a victim of ongoing sexual abuse as a child; she is progressively using alcohol as a crutch. She has few if any marketable skills. One of the children has a serious medical condition that requires treatment.
VII	A gay male with AIDS: Even with medications he is too sick to continue to work and his employer has discontinued his health care coverage. His financial resources have been totally depleted and he faces eviction from his apartment. His relationship with his family is close but although willing to economically assist him, they do not have the resources. Lately, he has been moody with a feeling of social isolation; he has also been frequently dreaming about death.
VIII	A minority teenager from a low-income family: The teenager has started to experiment with drugs and his run-ins with the law are becoming more frequent. The teenager is on the verge of dropping out of school and has been diagnosed with a learning disability. The teenager is associating more frequently with known gang members and minor acts of delinquency are becoming more common.