

SWK 334 - HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II - 3 semester hours

TEXT:Zastro, Charles and Kirst-Ashman, Karne (1997)

Understanding Human Behavior and the Social Environment, 5th Edition,
Publisher: Nelson-Hall: Chicago.

GENERAL DESCRIPTION:

This course builds upon and continues the HBSE sequence. It presents the development of the individual from middle adulthood through later adulthood, focusing on the biological, cultural, psychological, and social systems as they affect and are affected by the individual person in their environment. Social workers, in order to be “helpful” in working with their clients, need to have some understanding of the multiple causes of human behavior if they are to effectively participate with their clients in assessing the social workers’ and clients’ “human predicament” in which they find themselves.

RATIONALE FOR COURSE:

In order to be of service to others as a social worker generalist practitioner, one must be able to engage clients in a helping relationship, gather data regarding problems of concern and pertinent bio-psychosocial history, make assessments for planning interventions, and evaluate interventions for future planning and or termination of services with groups, organizations, and communities.

HBSE SEQUENCE OBJECTIVES:

1. Acquire a foundational knowledge of human behavior in the social environment used by a generalist social work practitioner in making assessments for interventions with individuals, families, groups, organizations, and communities.
2. Acquire knowledge of human development throughout the life span.
3. Acquire a knowledge of the multiple-causative factors in the person-problem situation.
4. Acquire a knowledge and understanding of human diversity, including the effects of human oppression, discrimination with regard to race, ethnicity, gender, sexual orientation, class, and religion.
5. Acquire skill in assessing value orientation (one's own and others) as one assimilates knowledge about human behavior and the social environment.

COURSE OBJECTIVES:

1. Continue to utilize the “The Systems Impact Model” to facilitate the explanation and description of human development.
2. To understand a life span approach of human development from middle adulthood through later adulthood.
3. To understand both “normal” and “abnormal” development and appreciate a continuum of development.
4. To appreciate human diversity factors (race, ethnicity, gender, sex, women and minorities of color) in influencing human behavior.

5. To identify common stressors facing persons at each stage of development and begin to anticipate needed social work interventions.
6. To assist students in developing self awareness (increased awareness of thoughts, feelings, perceptions, behavior) regarding issues considered in the course.
7. To develop an understanding of the influence of personal, professional and client values in the assessment and intervention process.

EVALUATION:

Course grades will be determined as follows:

1. 4 tests will be given. The lowest test grade may be dropped.
2. A comprehensive final will be given.
3. Assignments as deemed appropriate may be given throughout the semester. Adequate time will be allowed to complete assignments.
4. 25% of the grade will be determined by class attendance and

participation.

highest 3 test grades

(plus) final grade

4 test grades average = 75% of grade

class attendance and participation = $\frac{25\% \text{ of grade}}{100\%}$

Tests will be both objective (i.e. multiple choice, T/F, listing, etc.) and subjective (discussion). There will be reviews before the tests. Students are responsible for content in assigned text. Additionally, students are responsible for class handouts, class discussion, class exercises, and “mini” lectures that supplement readings in text. Coverage of content in text will be obtained primarily from reading, your review of your reading, questions, and discussions in class with instructor and students, and reviews. “Lecture notes” cannot be depended upon for adequate knowledge and understanding of the content in the course.

GRADING SCALE:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 & below = F

LEARNING METHODS:

1. text and outside readings
2. class presentations and chapter outlines
3. “mini” lectures
4. class discussion
5. small group work
6. role plays and videotaping
7. field trips
8. guest presenters
9. tests
10. papers

11. case presentations (following outline in syllabus)
12. interview a legislator
13. feedback from class
14. other

ACADEMIC INTEGRITY AND HONESTY:

Please refer the 2003-2004 *Mississippi College Undergraduate Bulletin*.