

2010

SOC 3720-02 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT/ ONLINE COURSE

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**Department
Sociology and
Social Services**
Winter Quarter

CALIFORNIA STATE UNIVERSITY, EAST BAY.

“The roots of modern social work practice [are] A Person-in-Environment Focus. Modern social work practice can trace its roots to several social movements of the nineteenth century, and to two, relatively distinct, perspectives on the origin of human problems: those perspectives that viewed the *person* as the focus for change, and those that saw problems in the *environment* as contributing most significantly to human distress.” Joan Granucci Lesser & Donna Saia Pope (1911), *Human Behavior and the Social Environment. Theory and Practice*, Pearson, Page 2.

“There are many ways of hedging on theoretical issue. It may be insisted that a science of human behavior is impossible, that behavior has certain essential features which forever keep it beyond the pale of science. But although this argument may dissuade many people for further inquiry, it is not likely to have any effect upon those who are willing to try and to see. Another objection frequently offered is that science is appropriate up to a certain point, but that there must always remain an area in which one can act only on faith or with respect to a ‘value judgment’: science may tell us how to deal with human behavior, but what is to be done is decided in an essentially non-scientific way. Or it may be argued that there is another kind of science which is compatible with doctrines of personal freedom. For example, the social sciences are said sometimes to be fundamentally different from the natural sciences... Prediction and control may be forsworn in favor of ‘interpretation’ or some other species of understanding.” Burrhus Frederic Skinner (1965), *Science and human Behavior*, Hardcover, pp. 7/8

COURSE DESCRIPTION

This course introduces students to foundation level content in the area of human behavior in the social environment. Students are presented a basis for understanding human behavior from conception through adolescence from an ecological and systems perspective including biological, social, psychological, and spiritual factors. A broad range of bio-psycho-socio-cultural theories of human development are covered as they relate to individuals, families, and small groups. The interaction of biological, social, psychological, and cultural factors as they promote health and well being or contribute to difficulties during childhood and adolescence is emphasized. Unique situations of individuals within diverse populations such as ethnic minorities, children, women, the poor, gay, lesbian, transgendered and other oppressed groups will be examined in the context of the social systems with which they interact.

UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION

Reasonable Accommodation of Disabilities

If you have a documented disability and wish to discuss your approved academic accommodations, or if you would need assistance in the event of an emergency, please make an appointment to meet with me as soon as possible. The Student Disability Resource Center (SDRC) provides auxiliary aides and services (academic accommodations) to qualified students with disabilities. For more information about the SDRC or about registration with SDRC, visit the Web site:

<http://wwwsa.csueastbay.edu/~sdrweb/index.shtml>

Academic Integrity

Your own commitment to learning, as evidenced by your enrollment at California State University East Bay, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Academic Affairs. The policy on Academic Dishonesty may be found at: <http://www.csu Hayward.edu/OAA/docs.html>

APA Format and Writing Requirements:

All papers should follow current American Psychological Association (APA) format guidelines (5th edition). Please use the CSUEB sanctioned APA writing guidelines <http://wwwsa.csueastbay.edu/scaa/owl/resources.php> to guide your research paper, annotated bibliography and citation process.

Papers should be typed double-spaced in 12-point Arial, Times New Roman, or similar font with 1-inch margins all around unless otherwise indicated. Please print on white paper with black ink. It is not necessary to place your paper in a binder or plastic sleeve.

COURSE OBJECTIVES:

At the end of this course, the student will be able to:

1. Integrate selected theories of human bio-psycho-socio-spiritual development and demonstrate understanding of the historical application of these theories in foundation generalist social work practice. **(PO: Theory to Practice)**
2. Transfer this basic knowledge into practice approaches including observations, assessments and best practice interventions as they relate to infants, children, adolescents and their families. **(PO: Theory to Practice, Critical Thinking)**
3. Gain insight about their own values, behavior, development, and world view and be able to incorporate this insight into effective and ethical social work applications with infants, children and adolescents **(PO: Values and Ethics)**
4. Demonstrate an understanding of the values and ethics that guide culturally competent social work practice with infants, children and adolescents as well as their families **(PO: Values and Ethics)**.
5. Demonstrate an understanding of the influence of factors that have historically lead to oppression and social and economic injustice such as race, gender, ethnicity, sexual orientation, class, age, religion, and ability on individuals and families and their responses to stressors **(PO: Diversity)**

INSTRUCTIONAL PROCEDURES:

Students are responsible for all material assigned and discussed in the course. Assignments are to be submitted to the instructor on time. Assignments submitted late will be subject to a grading penalty. **Students are expected to do assigned readings prior to class in order to enable them to participate in classroom discussions.** It is expected that all students participate in classroom discussions and group exercises. **Students, who cheat on exams and/or assignments or commit plagiarism, will receive a grade of zero for the work on which the offense was committed. Cheating, plagiarism, and/or academic misrepresentation will result in discipline up to termination from the program.**

INSTRUCTIONAL MATERIALS:

Required

- Zastrow, C. & Kirst-Ashman, K. K. (2007). *Understanding human behavior and the social environment* (7th ed.). Belmont, CA: Brooks/Cole.

Recommended

Fontes, Lisa A. (2008), *Interviewing Clients across Cultures: A Practitioner's Guide*, The Guilford Press.

American Psychological Association (2001) *Publication manual of the American Psychological Association* (6th Ed.) Washington, DC: American Psychological Association.

GRADING

95% and above	A
90% to 94%	A-
86% to 89%	B+
83% to 85%	B
80% to 82%	B-
76% to 79%	C+
70% to 72%	C-
66% to 69%	D+
63% to 65%	D
60% to 62%	D-
59% and below	F

Concerning participation: 5 points are subtracted for each absence (up to 20 points).

Assignments and Due Dates:

- Observation and reflection 15 pts Week 4
- Scholarly literature and human development 20 pts Week 6
- Quizzes 30 pts Weekly
- Interview with Adolescent 35 pts Finals week

Assignment 1: Observation and reflection of life span segment (15 points)

Due Date: week 4

1. Choose a segment of life span from infancy to adolescence that interests you.
 - Infancy (birth through about 18 months)
 - Toddlers (18 months to 3 years)
 - Early childhood (4 years through about 6 years)

- Middle Childhood (7 years through about 12 years)
 - Adolescence (13 years through 17).
2. Create an opportunity for yourself to observe and interact with a group of people who are in the age phase you chose. Arrange to spend 2-3 hour interacting with and observing this group (in research we call this participant observation).
 3. After your participant observation type two page double spaced (12 point font) pages that:
 - Describe the group you observed and interacted with in terms of age(s), ethnicities, sexual orientations, social classes, genders
 - Describe your experience of being with this group and one new thing you learned from this experience
 - Describe your impressions of this age group in terms of what they do and say and how they express themselves
 - Use correct grammar, punctuation, and spelling and coherent and logically arranged thoughts

Assignment 2: Exploring the professional literature on human development: APA Annotated Bibliography (20 points)

Due Date: Week 6

1. Locate (8) eight scholarly articles from professional journals (this excludes magazines, newspapers, web sites) that discuss the life span segment you chose for assignment one.

If you have trouble locating professional journals see the reference librarian in the CSUEB library.

There should be one article covering each of the following issues as they relate to the age group that you have selected:

1. Biological/genetic
2. Social/cultural
3. Psychosocial/emotional
4. Race/Ethnicity
5. Gender
6. Ability
7. Class
8. Ethical Practice

Consider using the Infotrac subscription that comes with your text to search for online journal articles. Read each article and prepare an annotated bibliography (10 pts). Use APA style to reference the articles you chose (2 points). Use correct grammar, punctuation, & spelling & coherent & logically arranged thoughts (3 pts).

Assignment 3: Interview with an Adolescent or Young Adult

Grade Weight: 35% of the grade

Length of Paper: 5 pages (not including bibliography or coversheet)

Each student will “interview” an adolescent or young adult (3 degrees of separation-race, ethnicity, language, place of birth, gender, religion) This person must be of another race/ethnicity and of a different gender as well as another variable such as language, religious orientation, place or country of birth, etc.). This person should not be a relative.

* Please review Chapter 9 of the Fontes text prior to conducting the interview.

Interview Questions

Ask your interviewee to discuss the following topics:

- Please discuss the most significant events in your childhood and adolescent life? Describe several of these events in depth if you would.
- Please share the most significant challenges in your past? How did you meet these challenges? What coping skills did you use?
- Please name the most important issues that you face as an adolescent. To what extent do you feel that you are in control of your life?
- How have race, gender, class or ability played a role in your life?
- How are you preparing for your anticipated future needs (school, work, physical, emotional, mental, spiritual, and financial)?

Instructions for Paper

- Give a short introduction of your interviewee, by giving their first name, age, ethnicity, general state of health, where they live, and whether they live with someone else or alone. How do you know this person (friend, relative, neighbor, acquaintance)?
- In two-three pages, summarize the main points of the interview
- Discuss a theory covered in this class that you can apply to this adolescent.
- What types of case management or clinical intervention could this adolescent use? What social services might they need, if any, in the near future?
- Summarize one or two insights gained about adolescents through this interview?

QUIZZES (30 pts):

You will be given a short quiz at the beginning of each week. These quizzes will be available for 24 hours and taken during the first 30 minutes. Be advised that once you start taking the online quiz you'll not be allowed to reschedule the exam

further. Please, complete your exam within the scheduled frame time of 30 minutes. In the case any technical incident may occur let me know right away. Each of these quizzes will cover readings assigned for that week and can be true/false, multiple choice, or short answer. Those who miss taking the quiz during the scheduled 24 hours will not be allowed to retake the exam. A study guide will be provided a week before the quiz is completed online.

There will be eight (8) short quizzes each worth of five points.

SCHEDULE

Week 1 (1/5/10): No Class, Furlough Day

Week 2 (1/12/10):

Chap. 1/ Theoretical Perspective on Human Behavior and Social Environment

Week 3 (1/19/10):

Chap. 2 & Chap. 3: Biological & Psychological Development in Infancy & Childhood

Week 4 (1/26/10):

Chap. 3 & Chap. 4: Psychological & Social Development in Infancy & Childhood

Week 5 (2/2/10):

Chap. 6 & Chap.7: Biological & Psychological Development in Adolescence

Week 6 (2/9/10):

Chap. 7 & Chap. 8: Psychological & Social Development in Adolescence

Week 7 (2/16/10):

Chap. 10 & Chap. 11: Biological & Psychological Aspects of Young and Middle Adulthood

Week 8 (2/23/10):

Chap. 11 & Chap. 12: Psychological & Sociological Aspects of Young and Middle Adulthood

Week 9 (3/2/10):

Chap. 14 & Chap. 15: Biological & Psychological Aspects of Later Adulthood

Week 10 (3/9/10):

Chap. 15 & Chap. 16: Psychological & Sociological Aspects of Later Adulthood

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