

Syllabus for  
**SWK 310 -- Human Behavior and the Social Environment II**  
3 Credit hours  
Spring 2013

I. COURSE DESCRIPTION

The course focuses on the theories and knowledge of human bio-psycho-social-spiritual development within the contexts of various system levels. Along with SWK 309, it helps supply the human behavior in the social environment content for the social work professional degree plan which emphasizes the mutual interdependence between aspects of the developing individual and his or her various contexts. Topics include the following: the social work perspective on human biology; theories of cognition, emotion, & self; the concept of stress and normal & abnormal coping; theories of spiritual development; the relationship between the physical environment and behavior; contemporary trends in U.S. social institutions; social inequality; the meaning of culture; perspectives on formal organizations; social work and communities; social movements; small groups in social work; and understanding contemporary U.S. families.

Prerequisites: SWK 309; HBSE I

II. COURSE GOALS

The course is designed to increase the student's understanding of the development of human behavior in the context of the social environment at all system levels, with emphasis on the exosystem and macrosystem levels.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Articulate the bidirectional relationship between the multiple dimensions of the person (biological, psychological, social, & spiritual) and their various contexts (Weeks 1-4).
2. Articulate the impact of the physical environment (natural & created) on human behavior (Week 6).
3. Articulate trends in U.S. social institutions (Family/kinship, religion, government/politics, the economy, education, social welfare, health care, and mass media) and their implications for social inequality and social justice (Week 7).
4. Define the concept of culture and discuss the application of culture to a practice orientation (Week 8).
5. Identify various perspectives on formal organizations and their implications for social work practice (Week 9).
6. Identify theories of community and their implications for social work practice (Week 11).
7. Identify perspectives on social movements and their relevance to contemporary practice (Week 12).
8. Articulate the relevance of using small groups in social work practice (Week 13).
9. Identify theoretical perspectives for understanding diverse families and discuss contemporary trends relevant for practice (Week 14).
10. Demonstrate professional demeanor in behavior, appearance, and communication

- during PowerPoint presentation (Weeks 6-13).
- 11. Make use of peer and instructor feedback/supervision for self-reflection and self correction in professional public speaking (Weeks 6-13).
- 12. Demonstrate critical thinking to inform and communicate professional knowledge and judgments through oral and written assignments (Weeks 6-13)

B. Unit Objectives

As a result of successfully completing this course, the student will be able to do the following:

- 13. Co-facilitate a PowerPoint presentation on a topic relevant to the course content.
- 14. Write an APA formatted paper based on the PowerPoint presentation.
- 15. Successfully pass 2 unit exams and a final.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbook

Hutchison, E.D. (2011). *Dimensions of human behavior: Person and environment* (4<sup>th</sup> ed.). Thousand Oaks, CA: Pine Forge Press.

American Psychological Association. (2010). *Publication manual* (6<sup>th</sup> ed.). Washington, DC: Author.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
- 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- 5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

C. Course Policies and Procedures

- 1. Evaluation Procedures

- a. The student's evaluation is based on the following:
 

Presentation Paper	100
PowerPoint Presentation	100
Unit Exams (2)	200
Final Exam	<u>100</u>
Total Points	500
- b. The following grade scale applies
  - A = 450 - 500 Points
  - B = 400 - 449.5
  - C = 350 - 399.5
  - D = 300 - 349.5
  - F = 000 - 299.5
- c. Due Dates
  - (1) All assignments are due at the beginning of class on their respective due dates.
  - (2) Major assignments turned in after the due date are penalized at the rate of 10 percent per late day.
  - (3) Minor assignments (20 points or less) are penalized 50 percent if turned in one day late or more.

2. Whole Person Assessment Requirements

The following are assignments that will be used for inclusion in the student's eportfolio: PowerPoint Presentation

3. Other Information

- a. Course Structure--The course utilizes two class sessions per week and will incorporate a variety of teaching formats.
- b. Presentation Paper
  - (1) The student will complete a formal paper based on the content of their PowerPoint presentation.
  - (2) The students will use appropriate APA format.
- c. PowerPoint Presentation
  - (1) The student will be paired with a classmate for developing a PowerPoint presentation on a chapter from the Hutchison text.
  - (2) The presentation should be long enough to cover the time of one class session.
- d. Examinations—Two unit exams and a comprehensive final will be given. The unit exams typically consist of 50 items and are worth 100 points each. The final exam consists of 50 items and is worth 100 points.
- e. Missed Exams
  - (1) All missed exams or quizzes must be made up by the end of the week following the originally scheduled exam or quiz.
  - (2) Excused Misses: No fees or points are deducted for legitimate excuses from administration, physician, nurse, or professional counselor.
  - (3) Unexcused Misses: The makeup exam will be assessed a 10 point penalty.
- f. Cheating/Plagiarism
  - (1) Students suspected of cheating receive no points for that exam or quiz with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University.
  - (2) Students suspected of plagiarism receive no points for that written

assignment with no opportunity for a makeup or a possible zero grade for the course. Additionally, he or she faces possible disciplinary action by the University.

- (3) All appeals to the contrary must be typed and copies submitted to the chairperson of the department and to the instructor.
- g. Changes—Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.
- h. Office hours are posted on the instructor's door and are announced in class. If students cannot make the posted hours, they can see the instructor after class to make arrangements or leave a message on voice mail with contact times. Appointments are arranged.
- i. Students are expected to attend classes and to participate in class activities and discussion. Consequently, the student who has one or two unexcused absences receives no point penalties. The student who has more than two unexcused absences receives a five-point deduction from his or her final score for each absence beyond two.
- j. Three tardies are treated as one unexcused absence.
- k. An excused absence consists of administration excuses for required University activities or written verification of the student's inability to attend class and/or complete assignments provided by a physician, counselor, or pastor. This written verification by a professional must include his/her rationale for the absence and/or the inability to complete assignments.

VI. COURSE CALENDAR

<b>Week #</b>	<b>Chapter Readings</b>	<b>Exams</b>		<b>Major Assignments</b>
1	1			
2	2			
3	3			
4	4			
5		<b>Exam I: 1-4</b>		
6	5			<b>PowerPoint Presentation</b>
7	6			<b>PowerPoint Presentation</b>
8	7			<b>PowerPoint Presentation</b>
9	8			<b>PowerPoint Presentation</b>
10		<b>Exam II: 5-8</b>		
<b>Spring Break      Spring Break      Spring Break</b>				
11	9			<b>PowerPoint Presentation</b>
12	10-11			<b>PowerPoint Presentation</b>
13	12			<b>PowerPoint Presentation</b>
14	13-14			
<b>Finals Week      Finals Week      Finals Week</b>				

## Course Inventory for ORU's Student Learning Outcomes

### SWK 310: Human Behavior in the Social Environment II Spring 2013

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle			X	
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity	X			

(Revised 1/15/04)

**SWK 310 - HBSE II**  
**CSWE Competencies & Behavioral Indicators**

<b>Competencies</b>	<b>Behavioral Indicators</b>	<b>Course Objectives</b>	<b>Assignments</b>	<b>Evaluation</b>
1	2	10, 11	PowerPoint Presentation	Instructor/Peer Feedback
1	4	10, 11		Observation
1	6	11		Supervisor Feedback
3	11	13, 14	PowerPoint Presentation Topical Paper	Observation Minimal C Grade
3	13	10, 12, 13, 14		
4	14	1-7		
4	16	4, 13, 14		
5	18	4-7		
7	23	1, 9		
7	24	1-9		