

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK

Human Behavior in the Social Environment
Master Syllabus FOR ON-THE-GROUND Sections

Section Information

Meeting Date/Time:

Location:

Instructor:

Email:

Office Hours: By arrangement

Catalog Course Description:

Theories, themes, and issues concerning the interaction among individuals—as they grow, change, and develop over the life course—and their social context are reviewed. Theories and assumptions about human behavior and diversity are critically applied to social work contexts. Values and ethical issues related to biopsychosocial development are examined.

Course Overview:

This course is designed to provide the theoretical and knowledge base for social work practice. It emphasizes the bio-psycho-social development patterns of individuals and families as they interact in various environments. Theories of human behavior pertaining to individuals and families are critically reviewed. The course looks at the policy and research implications of human behavior in social environments. In keeping with the School's mission, special attention is given to vulnerable populations and how social systems promote or deter the development of individuals and families.

Place of Course in the Program:

This is a required, first year, generalist course. There are no prerequisites.

Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with*

individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

Course Learning Goals:

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

1. Recognize that human behavior is multi-determined and that, from an ecological perspective, biological, psychological, sociological, cultural, organizational and community systems have transactional effects on individual and family functioning;

2. Identify the ways in which the social environment can constrain (through, for example, poverty, racism, sexism, ageism, homophobia) or enhance the development of individuals and families;
3. Critically evaluate and integrate various theories of human behavior regarding individuals and families;
4. Increase awareness of personal attitudes and values regarding human diversity and vulnerable populations and thus better articulate professional values and ethics in support of social and economic justice as a means of promoting the optimum development of individuals and families.

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

Required Texts and Readings:

There are **two required texts, plus required journal articles and book chapters**, for this course. The two texts are:

- Hutchison, E.D. (2015). *Dimensions of human behavior: The changing life course* (6th ed.). Los Angeles: Sage Publications. Paperback: ISBN: 9781544339344.
- Moore, W. (2011). *The other Wes Moore: One name, two fates*. New York: Spiegel & Grau Trade Paperbacks.

Please check your campus bookstore for these items or order online through platforms such as Amazon.com.

The other required readings are available through the RU libraries electronic reserve system. Go to <https://www.libraries.rutgers.edu/> and search under 'course reserves.' The reserves will be listed under the faculty name 'Rachel Schwartz' and the course name 'Human Behavior in the Social Environment.'

Course Assignments and Grading:

This is set up in Canvass.

There are six graded course components for this class:

COMPONENT	DUE DATE	WEIGHTING
Assignment #1	FILL IN DATE (Week of September 30th recommended)	15%
Assignment #2	FILL IN DATE (Week of October 28 th recommended)	25%
Assignment #3	FILL IN DATE (Week of November 18 th recommended)	25%
Developmental Quiz	Open-book and online; all multiple-choice questions based on Hutchison (2015); opens on December 8th and due by December 11, the last day of classes).	15%
Class Attendance	Ongoing throughout the semester.	10%
Class Participation	Ongoing throughout the semester.	10%

Students' grades across the components will be averaged together (weighted according to the percentages above). Final grades will follow the school-wide cut-offs as follow, with scores rounded up at .5:

A	92-100	C+	77-81
B+	87-91	C	70-76
B	82-86	F	Below 70

Course Policies:

Class Attendance

The benchmarks below will be used to assess students' class attendance at the end of the semester:

A/B+ (87-100)	Misses up to two class sessions. Arrives on time. Returns from breaks on time. Stays through remainder of the class session. Attends course wrap-up session.
B/C+ (77-86)	Misses three class sessions or does not attend final course wrap-up session. Noticeable pattern of arriving to class late and/or leaving early.
C (70-76)	Misses three class sessions.

F (0-69)	Misses four class sessions or more.
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Class Participation

The rubric below will be used to assess students' class participation at the end of the semester:

A/B+ (87-100)	Demonstrates attentive listening while in class. Appropriately and consistently speaks up to answer and ask questions. Contributes to class discussion in thoughtful ways. Encourages classmates to fully participate as well. Participation in small group is focused and on topic. Not found on smart phone during class or using laptop inappropriately. Evidence of active listening.
B/C+ (77-86)	Demonstrates attentive listening while in class. Only occasionally speaks up to answer and ask questions in the large-group setting. Occasionally found on smart phone during class or using laptop inappropriately.
C (70-76)	Some regular observation of using smart phone and/or using laptop inappropriately. Rarely speaks up to answer and ask questions. Sometimes contributes to class discussion, or contributions to class discussion verge on dominating class time. Inconsistent or overbearing participation in small group activities. Signs of being "checked out" from class (e.g., falling asleep).
F (0-69)	Some regular observation of using smart phone and/or using laptop inappropriately. Oftentimes seems checked out while in class. Seen falling asleep in class. Never speaks up to answer and ask questions. Never contributes to class discussion. Regularly observed as inactive in small group activities.

Late Work Policy

You must turn in written work before the time specified through the dropbox on the course website. Work on writing assignments that is submitted within 24 hours after a deadline has passed will be penalized one full letter grade. Anything submitted beyond 24 hours of a due date will not be accepted. If an emergency arises with a due date, students must request an extension

as much as possible in advance and in writing. The timeliness of the request for an extension will be weighted heavily in the instructor's decision as to whether or not the extension is warranted. If an extension is granted, the student will receive this information in writing from the instructor indicating when the assignment needs to be submitted. Please refer to the schedule of course topics and readings for deadlines with respect to each assignment. Please note that no late work is acceptable on the final course quiz.

Submitting Written Work

All students must read the "Orientation to HBSE Assignments" item on the course website for a complete list of policies on how to submit written work. The instructions on this item apply to all writing assignments and should be reviewed for each of them.

Academic Integrity

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without

proper attribution.

- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is **Laura Curran, at lacurran@ssw.rutgers.edu**. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

Receiving Course Messages through Email

Students are expected to regularly check their Rutgers email account for course messages. If students prefer to use a non-University email account, they are responsible for setting up account preferences such that mail sent to their Rutgers account is automatically forwarded to their other account.

Disability Accommodation

Rutgers welcomes students with disabilities into all of its educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation (learn more at <https://ods.rutgers.edu/students/documentation-guidelines>). If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

In New Brunswick, all MSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

Newark Campus

The Newark Writing Center is available for MSW students on the Newark campus by appointment.

<http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden Learning Center provides writing assistance for MSW students on the Camden campus.

<http://learn.camden.rutgers.edu/writing-assistance>

Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **732.932.1181**, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

Weather Cancellations

Students will receive notification from the instructor by email if class is cancelled because of inclement weather. Within a week of the class cancellation, the instructor will specify an alternative assignment that will allow students to receive credit for the missed session.

Statement on Personal Technology Use

In general, no cell phones are allowed in class. If one needs to monitor their cell phone in the case of an emergency, please discuss this with the instructor in advance of class. Otherwise, please turn all modes of ringers off, and put phones out of sight. Students can use phones during designated break periods outside of the classroom.

Also, please do not check email or browse online during class time if you are using a laptop. It might not take away from your own learning experience, but it very well could distract your classmates and the instructor. Please be respectful of the environment within our communal classroom space.

Assistance with Writing

As with other social work skills, writing is one that requires a commitment of time, practice, and mentorship. Graduate school is an opportune time to develop this skill. On-campus resources are available to help students strengthen students' professional and academic writing skills.

New Brunswick Campus

In New Brunswick, all MSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

Newark Campus

The Newark Writing Center is available for MSW students on the Newark campus by appointment.

<http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden Learning Center provides writing assistance for MSW students on the Camden campus.

<http://learn.camden.rutgers.edu/writing-assistance>

I. Course Schedule and Readings

<u>Module</u>	<u>Topic</u>	<u>To Be Read Before the Class Session (In Preparation for In-Class Discussion)</u>	<u>To Be Read for the Writing Assignments (Before and/or After the Assigned Class Session)</u>	<u>Assignments Due</u>
M01	Course Introduction			
M02	Thinking Theoretically	<p><i>The Other Wes Moore</i>, pp. 1-62.</p> <p>Uehara, E. S., Barth, R. P., Catalano, R. F., et al. (2015). <i>Identifying and tackling grand challenges for social work</i>. Retrieved at http://aaswsw.org/wp-content/uploads/2015/12/WP3-with-cover.pdf.</p> <p>Levine, J. (2013). <i>Working with people: The helping process</i> (9th ed.) (pp. 120-143). Boston, MA: Pearson.</p>	Payne, M. (2014). <i>Modern social work theory</i> (4 rd Ed.) (pp. 3-30). Chicago, IL: Lyceum Books, Inc.	
M03	Person-Environment Perspective & Conception/	<p><i>The Other Wes Moore</i>, pp. 63-123.</p> <p>Hutchison, Chapter 2 (pregnancy)</p> <p>Schmit, S., Schott, L., Pavetti, L., & Matthews, H. (2014). <i>Effective, evidence-based home visiting</i></p>	Hutchison, E.D. (2008). <i>Dimensions of human behavior: Person and environment</i> , 3rd Ed. (pp. 1–24). Los Angeles, CA: SAGE.	

	Pregnancy	<p><i>programs in every state at risk if Congress does not extend funding.</i> http://www.clasp.org/resources-and-publications/publication-1/CLASP-CBPP-Joint-Brief-FINAL.pdf</p> <p>Dominguez, T. P. (2008). Race, racism, and racial disparities in adverse birth outcomes. <i>Clinical Obstetrics and Gynecology</i>, 51(2), 360–370.</p>		
M04	<p>Complex Systems Perspective</p> <p>&</p> <p>Infancy/ toddlerhood</p>	<p><i>The Other Wes Moore</i>, pp. 124-183.</p> <p>Hutchison, Chapter 3 (infants/toddlers)</p> <p>Raikes, H. H., Brooks-Gunn, J. & Love, J. M. (2013). Background literature review pertaining to the Early Head Start study. <i>Monographs of the Society for Research in Child Development</i>, 78(1), 1-19.</p>	<p>Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). Contemporary human behavior theory: A critical perspective for social work (pp. 36–45). New York: Pearson.</p> <p>Greenfield, E. A. (2011). Developmental Systems Theory as a conceptual anchor for generalist curriculum on human behavior and the social environment. <i>Social Work Education: The International Journal</i>, 30(5), 529-540.</p>	
M05	Social Environments and the Body	Hutchison, Chapter 4 (early childhood)		Assignment #1 Due

	& Early Childhood	<p>Masi, C. (2012). The health promise of promise neighborhoods. <i>Journal of Healthcare for the Poor and Underserved</i>, 23(3), 963-967.</p> <p>Kim, I., Chen, J., & Spencer, M. S. (2012). Social determinants of health and mental health among Asian Americans in the United States. <i>Journal of the Society for Social Work and Research</i>, 3, 346-361.</p>		
M06	Social Cognitive Theory & Middle Childhood	<p>Hutchison, Chapter 5 (middle childhood)</p> <p>Swearer, S. M., Wang, C., Berry, B., & Myers, Z. R. (2014). Reducing bullying: Application of social cognitive theory. <i>Theory Into Practice</i>, 53, 271-277.</p>	<p>Pervin, L. A., Cervone, D., & John, O. P. (2005). Social-Cognitive Theory: Bandura and Mischel. (Chapter 12 of <i>Personality: Theory and Research, 9th Edition</i>, pp. 415–456; Hoboken, NJ: John Wiley & Sons, Inc.).</p> <p>Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), <i>Self-efficacy in changing societies</i>, pp. 1–45. New York: Cambridge University Press.</p>	
M07	Psychodynamic Theory	<p>Schwartz, C. (2015, June 24). Tell it about your mother: Can brain-scanning help save Freudian</p>	<p>Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). Contemporary human behavior</p>	

		psychoanalysis? <i>New York Times Magazine</i> . Retrieved from http://www.nytimes.com/2015/06/28/magazine/tell-it-about-your-mother.html .	theory: A critical perspective for social work (pp. 162-197). New York: Pearson. Strean, H.S. (2000). Psychoanalytic theory and social work treatment. In F.J. Turner (Ed.), <i>Social work treatment: Interlocking theoretical approaches</i> , 4th ed. (pp. 523–554). New York: The Free Press.	
M08	Attachment Theory & Adolescence	Hutchison, Chapter 6 (adolescence) Moretti, M. M., Obsuth, I., Craig, S. G., & Bartolo, T. (2015). An attachment-based intervention for parents of adolescents at risk: mechanisms of change. <i>Attachment & Human Development</i> , 17(2), 119-135.	Page, T. (2011). Attachment theory and social work treatment. In F.J. Turner (Ed.), <i>Social work treatment: Interlocking theoretical approaches</i> , 5th ed. (pp. 30–47). New York: Oxford University Press. Bowlby, J. (1982). Attachment and loss: Retrospect and prospect. <i>American Journal of Orthopsychiatry</i> , 52(4), 664–678.	
M09	Macro-Systems Perspectives/ Conducting Strategic Literature Searches & Young Adulthood	Hutchison, Chapter 7 (young adulthood) Borden, L., & Serido, J. (2009). From program participant to engaged citizen: A developmental journey. <i>Journal of Community Psychology</i> , 37(4), 423-438. Van Wormer, K. & Besthorn, F. (2017). Theoretical Perspectives. In K. Van Wormer & F. Besthorn	Lee, J.A, & Hudson, R.E. (2011). Empowerment approach to social work practice. In F.J. Turner (Ed.), <i>Social work treatment: Interlocking theoretical approaches</i> , 5th ed. (pp. 157–178). New York: Oxford University Press.	Assignment #2 Due

		(2017). <i>Human behavior and the social environment: Groups, communities, and organizations</i> 3 rd ed. (1-52). New York, NY: Oxford University Press.		
M10	Symbolic Interactionism & Midlife	Hutchison, Chapter 8 (Middle adulthood) Markle, G. L., Attell, B. K., & Treiber, L. A. (2015). Dual, yet dueling illnesses: multiple chronic illness experience at midlife. <i>Qualitative Health Research</i> , 25(9), 1271-1282.	Thompson, K. H., & Greene, R. R. (2009). Role theory and social work practice. In R. R. Greene & N. Kropf (eds.), <i>Human behavior theory: A diversity framework (2nd Ed.)</i> (pp. 101-121). New Brunswick, NJ: Transaction Publishers. Greene, R. R., Saltman, J. E., Cohen, H., & Kropf, N. (2009). Symbolic interactionism: Social work assessment, language, and meaning. In R. R. Greene & N. Kropf (eds.), <i>Human behavior theory: A diversity framework (2nd Ed.)</i> (pp. 59-75). New Brunswick, NJ: Transaction Publishers.	
M11	The Life Course Perspective & Young-Old Adulthood	Hutchison, Chapter 9 (late adulthood) Abramson, C. (2015). <i>The end game: How inequality shapes our final years</i> (pp. 133-148). Cambridge, MA: Harvard University Press.	Hutchison, Chapter 1	

M12	Risk and Resilience & Old-Old Adulthood	Hutchison, Chapter 10 (very late adulthood) MacLeod, S., Musich, S., Hawkins, K., Alsgaard, K., & Wicker, E. R. (2016). The impact of resilience among older adults. <i>Geriatric Nursing</i> . Advance publication online.	Masten, A. S. (2001). Ordinary magic: resilience processes in development. <i>American Psychologist</i> , 56(3), 227-238.	
M13	Stage Theories of Human Development	Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Contemporary human behavior theory: A critical perspective for social work (pp. 213-219; 228-231; 248-253). New York: Pearson.		Assignment #3 Due
M14	Course Wrap-Up	* Missing this specific session will subtract points from your course participation grade. *		
M15		No Class Meeting		Final course quiz due online by [DATE AND TIME]