Semester/Year: Fall 2019
Course Title: Human Behavior and the Social Environment
Course Prefix/Number/Section: SOCW 5301-003, 013, 025, 027
Instructor Name: Ling Xu, PhD
Faculty Position: Assistant Professor
Faculty Profile: https://www.uta.edu/profiles/ling-xu
Office Number: Building A, Suite 101-E
Phone Number: N/A
Email Address: lingxu@uta.edu
Office Hours: Fall 2019
Day and Time of Class (if applicable): Online
Location: Online
Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.
Blackboard: https://elearn.uta.edu; Canvas: https://uta.instructure.com/

A. Description of Course Content

Exploration of behavioral and social science knowledge of human behavior and development through the life course. Examines major systems in society: individual, group, family, and community; and the diversity of ethnicity, race, class, sexual orientation, and culture.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1-9, it mainly focuses on competencies 2 and 7:

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. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

C. Required Textbooks and Other Course Materials

- Selected Articles.

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

1. **Discussion (10 points each).** You must answer at least one of the discussion questions (if there are many) posted for each session. In addition, you must post responses to at least two postings of your classmates. You may earn up to 10 points each session by participating in the discussion. There will be 15 Discussion, corresponding with the 15 Course Sessions of the semester. In order to earn the full 10 points in any given session, you must meet the following criteria: (1). Respond to at least one new discussion
question (if there are many) and comment on at least two postings from your classmates. (2). Demonstrate thoughtfulness and effort in your response. Note: Discussions will end on Sundays at 11:59 pm, and new discussions will begin on Mondays at 6 am. I encourage you to respond to other students’ postings and to participate in more than the minimum number of discussions required, as participation will generally enhance your understanding of the material as well as your overall experience in the course.

2. **Quizzes (10 points each).** There will be 10 short timed quizzes administered during the semester. The quizzes will be open-book, and you may access your notes as well as other resources to complete the quizzes. Each quiz will be worth a total of 10 points. On the weeks that a quiz will be required, it will be available from 6 am Monday morning until 11:59 pm Sunday night.

3. **Diversity & SW Values and Ethics (50 points).** This assignment assesses course outcomes # 8 and 9. Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.2(a-d); Educational Policy 2.1.4(a-c); Educational Policy 2.1.6(a). NOTE: You must use the template provided to complete this assignment.

   **See Session 4 Course Materials.**
   - Discuss your experiences of working with or interaction with persons of a different race, ethnicity, sexual orientation or ability than yourself. Discuss at least 2 experiences. What was the experience like for you?
     Example: Discuss your experience with working or interacting with a gay man if you are a straight woman and discuss your experiences working/interacting with a person who has a physical challenge if you have no physical challenges.
   - How did these experiences impact your view of persons different from yourself? What did you learn?
   - Include specific entries in the NASW Code of Ethics that relate to human diversity with regard to the worth and dignity of all persons.
   - Cite at least two academic journal articles that relate to your experiences in working with persons different than yourself.

4. **Case Study (100 points).** This assignment assesses outcomes #1-7. Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.1(a); Educational Policy 2.1.7(a-b); Educational Policy 2.1.4(a-c). Write a case study on a small group, community, or organization (maximum 6 pages for the main text). (1) Apply 3 theories and 5 concepts from text material on the selected target. Analyze your target using the text and course materials. (2) Describe and illustrate ways in which the small group, community, or organization promotes or blocks the achievement and maintenance of health and well-being of participants. OR Write a case study on a child, young adult, midlife adult, or older adult (maximum 6 pages for the main text). (1) Choose 3 theories and 5 concepts from the chapters in the micro text on your target life stage. Also use pertinent material from lecture notes. (2) Discuss the theories and concepts in detail and give examples of how the client demonstrates each theory, concept, and race, ethnicity, national origin, social class, religion, physical and mental ability, and sexual orientation. (3) Describe and illustrate ways in which social systems promote or block the achievement and maintenance of health and well-being for the target person(s). For more detailed information, please refer to the rubric of this assignment.

5. **Exams (100 points each).** There will be both a Midterm and a Final Exam in this course. You will choose one from the two options below to complete: 1) a quantitative exam, which will include various types of questions such as multiple choice, true/false, and short answer; or 2) a qualitative exam, which will include short essay questions. Both will be administered online and will be worth 100 points. Providing two different types of exams of equivalent value allows you as a student to make a choice about what type of assessment you prefer.

   **F. Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last
date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

This online course requires weekly participation assessed through discussion boards and quizzes. The expectation is that you would spend at least 5-10 hours each week reading the text, watching online videos and reading online posts, and participating in assessment activities.

G. Grading

Grades will be calculated as follows:

• 150 points--15 Discussion Boards at 10 points each
• 100 points--10 Quizzes at 10 points each
• 200 points--2 Exams at 100 points each
• 50 points--1 Diversity & Ethics Assignment at 50 points
• 100 points--1 Case Study at 100 points

Total points possible=600 points

540-600 points=A
480-539 points=B
420-479 points=C
360-419 points=D
359 or below=F

Note: Grades will be posted to the campus MyMav system or Canvas at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams

Please note: I do not accept late papers nor do I extend deadlines for missed assignments, tests, quizzes, or discussion boards.

I. Course Schedule

<table>
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<tr>
<th>Session #</th>
<th>Topic</th>
<th>Dates Covered</th>
<th>Graded Assignments</th>
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<td>2</td>
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<td>Discussion 2; Quiz 2</td>
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<td>Topic</td>
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<td>3</td>
<td>The Family</td>
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<td>4</td>
<td>Small Groups</td>
<td>9/16-9/22</td>
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<td>Formal Organizations</td>
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<td>The Spiritual Person</td>
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<td>Young and Middle Adulthood</td>
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<td>Late Adulthood &amp; Very Late Adulthood</td>
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<td>16</td>
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<td>12/09-12/14</td>
<td>Optional Exam for Extra Credits</td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievances**


**L. Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS
Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](http://www.uta.edu/caps/index.php)) or UT Arlington Psychiatric Services (817-272-2771 or visit [https://www.uta.edu/caps/services/psychiatric.php](https://www.uta.edu/caps/services/psychiatric.php)) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php)

The following is a list, with links, of commonly used library resources:

Library Home Page........................ [http://www.uta.edu/library](http://www.uta.edu/library)
Subject Guides.............................. [http://libguides.uta.edu](http://libguides.uta.edu)
Subject Librarians.......................... [http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
Course Reserves............................ [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
Library Tutorials .......................... [http://library.uta.edu/how-to](http://library.uta.edu/how-to)
Connecting from Off- Campus.......... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
Ask a Librarian............................. [http://ask.uta.edu](http://ask.uta.edu)

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://wweb.uta.edu/aao/fao/](http://wweb.uta.edu/aao/fao/)).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.**

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS) [www.uta.edu/caps](http://www.uta.edu/caps) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.**
P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

_I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence._

_I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code._

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

U. Student Feedback Survey
At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.