SOCW 2302 –001 Human Behavior and The Social Environment 2 – Life Span
Spring 2020

Instructor(s): Dr. Pamela Hill

Office Number: NA

Office Telephone Number: 817 272-9642/ Cell – 214 205-8804

Email Address: pamelahill@uta.edu /drsaﬁsha@yahoo.com

Faculty Profile: http://www.uta.edu/profiles/pamela%20hill

Office Hours: By appointment

Section Information: SOCW 3302 Sec 003

Time and Place of Class Meetings: Monday/ Wednesday 5:30 pm – 6:50 SWCA 217

Description of Course Content:
The second of two required human behavior courses that explore, within the context of a strength and empowerment based perspective, knowledge of the bio-psycho-social development of persons from adulthood to death

Student Learning Outcomes - Core Competencies Educational Objectives.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers: a. Recognize and manage personal values in a way that allows professional values to guide practice.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers: a. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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:

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical Recognize and manage personal values in a way that allows professional values to guide practice approaches to building knowledge. Social workers:

1. Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.

Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.
Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Required Textbooks and Other Course Materials:


Additional Selected articles will be provided by instructor
Descriptions of major assignments and examinations

- **Reflection paper on selected readings – 250 pts**
  Five readings, 50 points each, Outline provided

  *Components of Reflection Assignments: Must be at least 4 paragraphs. (It CAN be longer) 3-7 sentences in each paragraph. Please be sure to follow outlined components below.

  1st paragraph. Describe in detail the issue(s) addressed in this reading. Do you believe it is being addressed in an effective way? Please explain

  2nd paragraph. Please elaborate on three (3) critical points you gathered from this reading and explain how this information is relevant in understanding human behavior.

  3rd paragraph. Do you believe this information will be useful in your profession? Please explain.

  4th paragraph. What do you believe would be the consequences if this issue was not addressed? Please elaborate

- **Life Span Group Presentation- 250 pts**
  Students will work in small groups based on the population and area they are interested in working with and prepare and present knowledge of a specific age groups development within the social environment with special attention to diversity and the risk and protective factors. Group will identify the specific social services needed to assist the client.

  - Indicate three (3) Educational Policies you would use in this situation

- **Perspective Life Span Development/ Interview Presentation – 250 pts**
  Students will INTERVIEW a person who is NOT IN THEIR SAME LIFE SPAN STAGE. Student and Professor will develop questions for this interview based on the life stage on the individuals being interviewed

  Students will also do a visual class presentation.

  - 1. Identify the current life stage of the client,
  - 2. Discuss three physical changes that occur during this life stage.
  - 3. Describe and discuss how the individuals’ social environment, psychosocial, cultural and life stages are reflected in their race, ethnicity, national origin, social class, religion, physical or mental ability and sexual orientation. (be prepared to go BEYOND Erikson)

- **Final Exam-Research Presentation 250 pts**

Grading Scale

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<thead>
<tr>
<th></th>
<th>Reflection Papers on selected readings</th>
<th>250 points (five readings, 50 points each)</th>
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<tr>
<td>2</td>
<td>Perspective Life Span Development Interview/Presentation</td>
<td>250 points</td>
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<td>3</td>
<td>Life Span Group Presentation</td>
<td>250 points</td>
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<td>4</td>
<td>Final Examination</td>
<td>250 points</td>
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<td>TOTAL</td>
<td>1000 POINTS</td>
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Grading Scale  
900 – 1000 = A  800 – 899 = B  700 – 799 = C  600 – 699 = D  0 – 599 = F
COURSE SCHEDULE FOR FALL 2020
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.
– Dr Pamela “Safisha” Hill

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<thead>
<tr>
<th>Week</th>
<th>MONDAY</th>
<th>WEDNESDAY</th>
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<tr>
<td>1</td>
<td>Introduction – Course Overview</td>
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<tr>
<td>2</td>
<td>Lecture and Discussion</td>
<td>Lecture and Discussion</td>
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<td>Group Meeting</td>
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<td>3</td>
<td>Lecture and Discussion</td>
<td>Film – Life After 50</td>
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<td>Group Meeting</td>
<td>Life Span Group Presentations</td>
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<td></td>
<td>Reading Assignment 1</td>
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<td>4</td>
<td>Life Span Group Presentations</td>
<td>Life Span Group Presentations</td>
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<td>5</td>
<td>Lecture and Discussion</td>
<td>Lecture and Discussion</td>
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<td>Reading 2 Assigned (due Sunday by 11:59pm)</td>
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<td>6</td>
<td>Life Span Development / Interview Presentation</td>
<td>Life Span Development / Interview Presentation</td>
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<td>7</td>
<td>Life Span Development / Interview Presentation</td>
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<td></td>
<td>Reading 3 Assigned</td>
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<td>8</td>
<td>SPRING BREAK</td>
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<tr>
<td>9</td>
<td>Lecture and Discussion</td>
<td>Lecture and Discussion</td>
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<td>10</td>
<td>Reading 4 Assigned</td>
<td>Lecture and Discussion</td>
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<td>11</td>
<td>Lecture and Discussion</td>
<td>Lecture and Discussion</td>
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<td>12</td>
<td>Final Exam Research Presentation</td>
<td>Final Exam Research Presentation</td>
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<td>14</td>
<td>Lecture and Discussion</td>
<td>Lecture and Discussion</td>
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<td>15</td>
<td>Course Wrap up</td>
<td>Review for Final</td>
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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. As the instructor of this section, I will take regular attendance, as it is important for students to attend ALL classes in order to stay updated on new and relevant information provided through this course. I expect students who miss class due to illness, family, or work related issues, to inform me of dates you will be out. 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.


Drop Policy: LAST DAY TO DROP – NOVEMBER 1 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/aafo/).

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 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.

Counseling and Psychological Services, (CAPS) 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.

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.

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. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.
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/.

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.

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/.

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.

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.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
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.

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 English Writing Center (411LIBR): [Optional.] The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation, http://library.uta.edu/academic-plaza

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381