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:

**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.

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.

**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:

- 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.

For the purposes of **Quality Matters Certification**, the following course objectives apply:

1. Explain key elements of human behavior theories with an emphasis on diversity, inequality, social, economic and environmental justice, and a global perspective in social work’s approach to human behavior.
2. Describe “personal dimensions” of the multidimensional approach: biological, psychological and spiritual.
3. Apply knowledge of human behavior to biopsychosocial-spiritual assessment of individuals throughout the lifespan.
4. Analyze how “environmental dimensions” such as culture and participation in groups, organizations and communities impacts human behavior and life outcomes.
5. Evaluate how human behavior theories should guide social work engagement, assessment, and interventions.
6. Summarize typical physical, cognitive, socioemotional, and spiritual development throughout the lifespan.
7. Identify risk and protective factors at each stage of the lifespan.
C. Required Textbooks and Other Course Materials


- ISBN-10 : 1544339291


- ISBN-10 : 1544339348


D. Additional Recommended Textbooks and Other Course Materials


I encourage students to take an active role in their own learning by providing supplemental materials on Canvas such as videos, documentaries, and reading recommendations which, although not required, gives students the opportunity to deepen their understanding of topics or concepts they are most interested in.

E. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. 10 Discussion Boards (2 points each)</td>
<td>20</td>
</tr>
<tr>
<td>2. 4 Quizzes (5 points each)</td>
<td>20</td>
</tr>
<tr>
<td>3. Theorist Presentation Video</td>
<td>15</td>
</tr>
<tr>
<td>4. Theory Cheat Sheet</td>
<td>15</td>
</tr>
<tr>
<td>5. Comprehensive Case Study Paper</td>
<td>30</td>
</tr>
<tr>
<td><strong>100 Total Points</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. **Discussion Boards (10 at 2 points each; 20 total points)** *Addresses EPAS competencies: 2 & 7*

Each is worth 2 points. In order to earn the full points for any given discussion board, students must meet the following criteria:

1. Respond to the assigned discussion board question with a thoughtful post of at least 200 words
2. Comment on two postings from classmates with at least 50 words each.
3. Show understanding of course material (e.g. readings, videos) by incorporating this information into your posts.
4. Use professional writing with appropriate grammar, spelling, etc.

See rubric in Canvas for more details.

2. **Quizzes (4 at 5 points each; 20 total points)** *Addresses EPAS competencies 2, 3, 4, 6 & 7*

Quizzes will help students learn, review and retain important information and module objectives not otherwise
assessed in the discussion boards. There will be 4 multiple choice quizzes spaced throughout the semester, with 10 questions each. Quizzes are open book and untimed, but you will only have one attempt and may not work with your classmates to share answers.

3. **Theorist Presentation (15 points)** *Addresses EPAS competencies 4, 6, 7, 8, & 9*

5301 covers a plethora of theorists and their contributions. In this assignment, students will submit a short video of themselves teaching their classmates about a relevant historical figure (e.g. Ainsworth, Bandura, Freud, Maslow, Pavlov), their theory/contribution, and applications to social work. Students are encouraged to make their video memorable for their classmates by either dressing up as the theorist or performing some other creative demonstration to illustrate the key points. Samples videos will be provided.

Students will be given a list of theorists to choose from at the start of the semester. Students will then share their Theorist Presentation video with classmates during the week that that topic is covered. For example, “Jane Addams” would “present” during the Social Movements module. As with all assignments in this course, rubrics will be provided with specific details about grading criteria for the Theorist Presentation videos.

Students will be given directions for recording and uploading videos, and an unpublished instructor module will provide support for instructors unfamiliar with video assignments.

4. **Theory Cheat Sheet (15 points)** *Addresses EPAS competencies 1 & 4*

Building off of the Theorist Presentation video, this assignment requires students to create a one-page PDF handout that summarizes key information presented in their video (background about the theorist, overview of the theory/their contributions, analysis, and application to social work). Students will have a “menu” of options that allows them creative freedom to complete this assignment. For example, they can include a drawing, diagram, written outline, or some combination of these. However, it needs to be something the student personally created (e.g. not a graphic copied from an online source).

Each student will submit their cheat sheet to the instructor, who will compile all the PDFs into a “study guide book” that will be shared with all students in the class. Thus, at the conclusion of the class each student will have a comprehensive study guide of key concepts from the course to reference in future courses and licensing exams.

5. **Comprehensive Case Study Paper (30 points)** *Addresses EPAS competencies 2, 6, & 7*

The combined case study requires students to identify an individual and discuss their biological, psychological, social & spiritual factors and discuss a group, community and formal organization the subject is a part of. There will also be a section that addresses the subject’s life stage. Students will incorporate human behavior theories and course concepts into each section.

See rubric on Canvas for additional details.

**Optional- Instructor Feedback on Case Study Paper**

There is an optional opportunity for students to send me a draft of their Case Study paper early and receive feedback from me in a safe (ungraded) environment so that you can learn and revise your work before submitting for a grade. The purpose is to give students a chance to self-reflect, get feedback in a safe, low-stakes environment, receive feedback, and revise/ improve their work.

This is NOT:
- Extra credit
- A guarantee of an A on your final submission
- A meticulous review of your work- I’ll be focusing on 1-2 aspects of your choosing, such as grammar, organization of ideas, APA, summarizing sources, etc.

How it works:
Please complete the form titled “Early Feedback Paper Submission Form” (Canvas> Getting Started) and submit along with your paper via email to karen.magruder@uta.edu at least 2 weeks prior to the paper due date (to allow ample time for me to review and for you to revise).

Extra Credit

But wait, there’s more! There is also an opportunity to earn extra credit by:

1. Completing an additional Resources discussion board (see Canvas, 1 point) and
2. By meeting (virtually or in-person) with the UTA Writing Center to get help with your final paper (1 point per visit). First, make an appointment at the Writing Center. The writing center will then send me a summary of what you worked on within a week or so. Please forward me the session summary email you receive from them to prove attendance, and I will get your point entered.

Go to this link to make an appointment at the Writing Center*: https://uta.mywconline.com/

We used to have a social work-specific writing center, but that is on hold temporarily. While you can’t make appointments, you can browse some GREAT writing resources, including writing guides and several awesome webinars: https://www.uta.edu/ssw/student-resources/writing-resources/index.php

*Please note that I cannot control the Writing Center’s availability, especially around holidays. It’s your responsibility to reach out to schedule an appointment as early as possible.

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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

The Canvas course shell contains modules that may include assignment information, lecture materials, and additional resources. Students are expected to log in to Canvas regularly and engage with each module. This is the equivalent of “coming to class”. I make a special effort to record lecture videos for each module and include bonus material for further study. Instructors can determine which students are accessing course materials and time spent in Canvas. While this time is not graded, there is a strong positive correlation between time spent in modules (watching lectures, reviewing rubrics, etc.) and being successful in the class. Also, you are paying for this education so you might as well get your money’s worth, right?! Please also regularly check your email and Announcements in Canvas. These are my main methods of communication with online students.

G. Grading

The professor welcomes questions regarding lectures, assignment expectations and grading.

You can set up notifications to be notified immediately when a grade is entered for you under Account>
Notification. In order to view feedback on Canvas submissions, you will see a blue 1 appear in a circle next to the Grades tab in the lefthand column of the course page. Click on that. From there, you can click on the blue hyperlink of the assignment name to:

1. View my general comments on the paper (on the right hand side box)- sometimes written, sometimes in video format
2. Click "Show Rubric" in the top righthand corner to see detailed feedback for each rubric item.

Rubrics will be used to grade each assignment. This helps ensure that expectations are clearly communicated and grading is fair. Students are highly encouraged to review rubrics in Canvas before submitting assignments.

Final grades will be assigned as follows and will not be rounded up.

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70</td>
<td>C</td>
</tr>
<tr>
<td>69.9-60</td>
<td>D</td>
</tr>
<tr>
<td>59.9 or lower</td>
<td>F</td>
</tr>
</tbody>
</table>

**Academic Integrity (READ THIS!!!):**

- UTA Plagiarism Tutorial: https://library.uta.edu/plagiarism/
- UTA Writing Center: http://www.uta.edu/owl/
- Social Work Writing Resources: https://uta.edu/ssw/student-resources/writing-resources/index.php
- Examples of Plagiarism and Unacceptable Paraphrases: https://indiana.edu/writing-guides/pdf/plagiarism.pdf

The work you are submitting must be your own original writing. Information from outside sources must be summarized in your own words and cited appropriately.

- All information from outside sources should be cited in APA format.
- Most information from outside sources should be paraphrased in your own words. Changing a couple words from the original source does not constitute an appropriate summary.
- Even if you summarize information, you should still give credit to the source of that information using an in-text citation, like this (Magruder, 2019). You must also include a full reference in your references page.
- Direct quotes should be used sparingly and should always be in quotation marks to show you are using another person’s exact words. Only use direct quotes when there is no other way of conveying that information. I know you can read & copy/paste. I want to know whether you understand the information well enough to convey it effectively yourself. When you use a direct quote, use quotation marks and cite the page or paragraph number it came from, “like this” (Magruder, 2019, p.1).
- Do not try copying your friend’s paper (in whole or segments) from a previous semester and pretending it’s your own. I have access to papers submitted previously even to other classes or institutions and I have caught several students doing this who thought I would never know.
- Do not resubmit a paper that you wrote for another class assignment. This is considered "self-plagiarism" and is not appropriate in the "real world". For example, if you write a journal article which is published in Journal A, you can't then copy that article (in whole or part) to be published as a "new" article in Journal B. Reusing your own work is also unfair to other students who put in the effort to write that paper.
Assignments will be checked using UniCheck plagiarism checking software. UniCheck searches the internet, electronic books, and papers previously submitted by other students. It will find a match even if you change a couple of words.

Any students found plagiarizing (which includes using segments of another student’s paper, inadequate paraphrasing or copy/pasting phrases directly from another author without using quotation marks) may fail the assignment or fail the class and will be referred to the Office of Student Conduct for an Honor Code violation, which could result in academic probation and/or expulsion. I do not want to fail students for plagiarizing, but I have had to do so in the past. Please don’t plagiarize and ask me if you have any questions.

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

**Late Assignments:** My late policy is designed to help students practice meeting expectations of their future clients and employers to be timely and reliable. Submitting assignments on time also helps students stay on track and be successful in completing all course requirements. Students should work to develop good time management skills and be able to prioritize commitments to make deadlines.

However, I also understand that life happens and I work to accommodate the needs of students with extreme unforeseen circumstances. If you need an extension please email me before the assignment is due to request extra time. These requests will be evaluated on a case by case basis. Students who submit assignments late without prior permission from the instructors will be docked 5% of the total assignment score per day late. For example, if you turn in a 100 point assignment one day late, the highest grade you could earn would be 95 points. If you turned it in 2 days late, the highest grade you could earn would be 90 points, and so on.

I. Course Schedule

As the instructor for this course I reserve the right to change the course schedule as needed to meet the educational needs of students.

Unless otherwise noted, all assignments must be turned in on Canvas before 11:59pm on Sundays.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignment Due*</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 19-24</td>
<td>Getting Started</td>
<td>Syllabus and course overview</td>
<td>Syllabus</td>
<td>Discussion Board 1</td>
<td>Jan 24</td>
</tr>
<tr>
<td></td>
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<td>1</td>
<td>Human Behavior: A Multidimensional Perspective</td>
<td>Person in Environment, Chapter 1</td>
<td>Module 1 Assignment</td>
<td>Jan 24</td>
</tr>
<tr>
<td>2</td>
<td>Jan 25-31</td>
<td>2</td>
<td>Theoretical Perspectives</td>
<td>Person in Environment, Chapter 2</td>
<td>Quiz 1 (Cover Modules 1, 2, 3)</td>
<td>Jan 31</td>
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<td></td>
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<td>3</td>
<td>Physical Environment</td>
<td>Person in Environment, Chapter 7</td>
<td></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Discussion Board</td>
<td>Date</td>
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<tr>
<td>3</td>
<td>Feb 1-7</td>
<td>Culture</td>
<td>Person in Environment, Chapter 8</td>
<td>Discussion Board 2</td>
<td>Feb 7</td>
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<td>4</td>
<td>Feb 8-14</td>
<td>Social Movements</td>
<td>Person in Environment, Chapter 14</td>
<td>Discussion Board 4</td>
<td>Feb 14</td>
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<tr>
<td>5</td>
<td>Feb 15-21</td>
<td>Communities</td>
<td>Person in Environment, Chapter 13</td>
<td>Discussion Board 3</td>
<td>Feb 7</td>
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<td>6</td>
<td>Feb 22-28</td>
<td>Small Groups</td>
<td>Person in Environment, Chapter 11</td>
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<tr>
<td>7</td>
<td>Mar 1-7</td>
<td>The Biological Person</td>
<td>Person in Environment, Chapter 3</td>
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<td></td>
<td></td>
<td>The Psychological Person</td>
<td>Person in Environment, Chapter 4</td>
<td>Quiz 2 (Covers Modules 8, 9, 10 &amp; 11)</td>
<td>Mar 7</td>
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<tr>
<td>8</td>
<td>Mar 8-14</td>
<td>The Psychosocial Person</td>
<td>Person in Environment, Chapter 5</td>
<td>Discussion Board 6</td>
<td>Mar 14</td>
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<td></td>
<td></td>
<td>The Spiritual Person</td>
<td>Person in Environment, Chapter 6</td>
<td>Discussion Board 7</td>
<td>Mar 14</td>
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<tr>
<td>9-10</td>
<td>Mar 15-21</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>10</td>
<td>Mar 22-28</td>
<td>Conception, Pregnancy &amp; Childbirth</td>
<td>The Changing Life Course, Chapter 2</td>
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<td></td>
<td>Infancy &amp; Toddlerhood</td>
<td>The Changing Life Course, Chapter 2</td>
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<tr>
<td></td>
<td></td>
<td>Early Childhood</td>
<td>The Changing Life Course, Chapter 4</td>
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<td></td>
<td></td>
<td>Middle Childhood</td>
<td>The Changing Life Course, Chapter 5</td>
<td>Discussion Board 8</td>
<td>Apr 4</td>
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<tr>
<td>11</td>
<td>Mar 29-Apr 4</td>
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<td>Adolescence</td>
<td>The Changing Life Course, Chapters 6</td>
<td>Quiz 3 (Covers Modules 14, 15, 16 &amp; 18)</td>
<td>Apr 11</td>
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<tr>
<td>12</td>
<td>Apr 5-11</td>
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</table>
*This assignment will be due during different modules depending on which theorist a student signs up for. Your theoriest presentation and cheat sheet will be due the Sunday prior to the module where your theorist appears. For example, if your theorist appears in the Early Childhood module, you need to have it submitted by 11:59pm on the Sunday of the Infancy/Toddlerhood module. Your instructor will provide a schedule.

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. 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.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

**L. Grade Grievances**
For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.