

Course Syllabus

LOCATION:

Upper Iowa University-Madison Center
4601 Hammersley Road
Madison, WI 53711
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COURSE ID AND TERM INFO:

Psychology 383 (3 credits)
Human Behavior in the Social Environment
(Required core courses for Social Work Training Certificate)
Term II October 26-December 19, 2009
Saturdays 8:00 am – 1:15 pm

Instructor:

Phillips Kindy, Jr. (Skip), MSSW, LCSW
Phone: 608-628-8172 (8a.m. to 5p.m.) kindyp@peacocks.uiu.edu

Course Description: An analysis of individual, group and cultural influences on human behavior. The emphasis is on contrasting levels of analysis and application to a variety of environmental settings. Note: Some background in both psychology and sociology is strongly recommended. Same as SOC 383. Prerequisite: SOC 110 or PSY 190.

Instructor Biography:

Phillips Kindy Jr. MSSW, LCSW, CPC (“Skip”) worked as an Associate Clinical Professor in the Department of Medicine, University of Wisconsin-Madison for 23 years. He taught psychological and social aspects of medical care to Primary Care Internal Medicine Residents and medical students, supervised a Social Work Field Placement and saw medical patients in psychotherapy as a member of a multi-disciplinary health care team. After retiring from that position, he joined the Social Work faculty at Upper Iowa University-Madison Center. In this position, he serves as Director of the Internship Program and teaches several of the core social work courses. Mr. Kindy also was on the clinical and training staff at the Family Therapy Center of Madison for 16 years and for five years directed a privately funded, non-profit agency that successfully assisted Tibetan refugees to resettle in Madison. Mr. Kindy earned his Masters of Science in Social Work from the University of Wisconsin-Madison in 1975 and in 1993 was licensed in Wisconsin as a Licensed Clinical Social Worker. Before earning his MSSW, Mr. Kindy was a child-care worker at a small residential treatment home in Madison and a trainer for child-care workers and foster parents from county and State agencies. He is trained and certified through the Resource Academy as Certified Performance Coach and a Certified Family Coach. Over the past 5 years, he has staffed numerous family seminars with Premier Educational Systems. Mr. Kindy has published several professional journal articles and given numerous professional presentations on clinical training and practice. He is a member of the

Academy of Certified Social Workers and the National Association of Social Workers Register of Clinical Social Workers and holds a Diplomate in Clinical Social Work.

Text: Schriver, J. M. (2004). Human behavior in the social environment: Shifting paradigms in essential knowledge for social work practice (4th ed.). Boston: Allyn and Bacon.

Other readings will be assigned in class.

Learning Objectives:

1. Explain how human development greatly influences human behavior including biological, psychological, and social influences.
2. Identify a variety of human developmental theories and how to relate them to behavioral changes.
3. Detect changing paradigms and to investigate the impact of social and environmental factors on individual development and vice versa
4. Acquire the knowledge of theories about the development and behavior of individuals, families, groups, institutions, organizations, and communities.
5. Integrate the interactions of these systems with and among one another in larger socio-cultural environments.
6. Identify the need to involve the social work system in directing those factors toward incremental client benefits.
7. Recognize the remarkable ability of the human species to negotiate change.
8. Identify the role of the social worker in negotiating those changes with special attention given to the impact of human diversity, discrimination, and oppression on the individual's ability to reach or maintain optimal health and well-being.

Readings:

Session 2: Chapters 1-Chapter 3 (pp. 1-165)

Session 3: 7/21/09: Chapters 4-5 (pp. 166-301)

Session 4: Chapters 6-7 (pp. 302-425)

Session 5: Chapters 8-9 (pp: 426-541)

Session 6: Chapter 10 (pp.542-556)

There will be additional readings distributed in class

Exams:

Daily quizzes on reading assignments, including – multiple choice, true or false, short answer

Final exam – multiple choice, true or false, short answer, essay – open book

Assignments:

At the beginning of each class, there will be a quiz on the week's reading.

Session III-IV. Individual presentation on one traditional or alternative paradigm for individual development.

Session IV. Two page paper elucidating a film, quote, book, etc. using paradigms studied to date. This paper will be graded 50% on content and 50% on composition, grammar, sentence structure and spelling.

Session V. Two page research paper based on a common topic in at least 3 articles from professional journals and formatted in APA writing style. Graded 50% on content, 25% on composition, sentence structure, grammar, and spelling ; and 25% on correct use of APA style.

Session V or VI. Group presentation on one level of analysis (Family, Group, Organization, Community).

Session VII. Final paper: Field Observation (6-8 pages)

Session VII. Final Exam: essay, short answer and multiple choice questions.

There will be opportunities for extra-credit work.

Expectations for Citations:

Any citations you use in these professional papers and reports are expected to come from professional publications and studies. Popular encyclopedias of any sort (including Wikipedia) are not primary sources and should not be cited or used in constructing academic papers at the graduate or undergraduate level. Such sources, however, can be useful to gather some background information and to point the way to more reliable sources.

Cheating and Plagiarism:

Cheating and plagiarism violates the rights of other students to be treated fairly in their classes. Any instance of cheating or plagiarism will result in dismissal from in this class and a failing grade. UIU has defined and established the following policy regarding cheating and plagiarism:

“The term ‘cheating’ means the use of unauthorized books, notes, or other sources in the giving or securing of help in an examination or other course assignments. ‘Plagiarism’ means the presentation of another’s published or unpublished work as one’s own. Because cheating and plagiarism are an affront to the University community as a whole and a denial of the offender’s own integrity, they will not be tolerated. Detected cheating or plagiarism will result in consequences that may, at the faculty member’s discretion, include course failure. In addition, an offender may be reported to University administration for possible disciplinary action, which may include suspension or dismissal from the University.” (Upper Iowa University Center Bulletin 1998-1999, p. 60.)

Social Worker Certification

The main purpose of the Human Behavior in the Social Environment course is to provide the social work student with a broad knowledge of the internal and environmental factors that influence his/her behavior. Unlike many other human service professions, social work has developed a generalist practice model and an open system theoretical approach that allows for “the easy integration of knowledge from a wide variety of biological, psychological and sociological sources and treats the human being in his/her social environment as a single system, with the person and environment being inseparable and continually shaping one another” (Lesser, JG and Pope, DS, 2007. Human Behavior and the Social Environment, 2007). The Human Behavior in the Social Environment course familiarizes the social work student with many of the central aspects of this model, thereby preparing his/her for an knowledge base to practice at a competent entry-level in this complex field. This course is one of the

courses required by the Wisconsin Department of Regulation and Licensing (DRL) for a student to qualify for a Social Work Training Certificate.

DRL Required Competencies

- 1) Evaluation and assessment of difficulties in psychosocial functioning of a group or individual;
- 2) Development of plans or policies to alleviate those difficulties in psychosocial functioning, and either implementation of the plan or referral of individual or group to other qualified resources for assistance;
- 3) Intervention planning, which may include psychosocial evaluation and counseling of individuals, families and groups; advocacy; referral to community resources; or facilitation of organizational change to meet social needs, based on point (1).
- 4) Knowledge of other disciplines relevant to the evaluation of clients, plans, and policies to alleviate client difficulties and relevant to intervention planning;
- 5) The ability to intervene effectively on behalf of diverse populations and populations most vulnerable and discriminated against, including the development of cultural competence, provision of culturally competent services, and the ability to collaborate with agency staff, the staff of other agencies, and the community to develop services;
- 6) Application of professional ethics and standards in delivery of social work services to clients

Essential Skills to be Learned and Utilized

1. An understanding of theoretical concepts used in human services and the ability to relate them to social work practice.
2. An ability to communicate verbally and in writing on an acceptable professional level.
3. Spelling, proper sentence construction and correct grammar.

OBJECTIVES: Relationship of Course to Human Science Majors

1. It will assist you in developing an understanding of psychological and sociological theories.
2. It will provide you with a partial foundation for the ethical use of psychological and sociological theories in professional writing, counseling, treatment and interaction with others that is based on an understanding of human behavior in the social environment.
3. The written assignments will aid in fulfilling the university requirements of writing-across-the-curriculum. This course will fulfill Goal #5 of the Human Services Major.

Expectations

1. HBSE is a demanding, high-level course for upper classmen and class women. We will be moving quickly through complicated material, some of which you have encountered before and some of which will be brand new. Students are required to not only understand the material but **to relate the theoretical and statistical material to social work practice.**
2. By the end of the course, students are not expected to be experts in all the material covered in the course. They will, however, be expected to have a good understanding of the fundamentals of HBSE and **how it relates to social work practice.** In addition, they will be expected to be expert in some of the material and knowledgeable about where they can find detailed information about all the material.
3. Active participation in all class activities is a component of the course grade. Non-participation will lower your grade substantially.

4. Students will be prepared to discuss the assigned readings each week and pass a quiz on the reading material.
5. Unless explained otherwise, all papers are expected to be written as formal, professional papers with well formulated structures (“argument”) using appropriate grammar and sentence structure and correct spelling.
6. If a student is having difficulty with writing papers, he/she is expected to make use of available resources to improve his/her writing in preparation for entering the social work profession. Two such resources are the UIU composition class and MATC Writing Lab (Curt Youman at 243-4289).
7. All papers will be submitted on time.
8. All written work will be submitted in Word 1997-2003 on a CD or 3.5” floppy disk or via an e-mail attachment.
9. All written work will be formatted using the American Psychological Association (APA) style (owl.english.purdue.edu/owl/resource/560/01/; www.psywww.com/resource/apacrib.htm; www.wisc.edu/writing/Handbook/DocAPA.html).
10. There will be no opportunity for make-up work.
11. Students can use laptop computers to take notes in class. Students will not use audio or video recorders in class for confidentiality reasons. No other electronic devices are allowed in class as a courtesy to others.
12. Class sessions will begin and end on time. There will be two breaks during each class.

Grading

Student grades will be calculated by totaling the evaluations of the following work:

Class participation*	15 points
Quiz scores	10 points
Individual development presentation	10 points
Paper on using paradigms	10 points
Research paper	10 points
Group presentation	15 points
Final paper (Field Observation)	15 points
Final Exam	<u>15 points</u>
Total	100 points

Grading is based on the number of points the student earns:

A	= 94-100 points
A-	=90-93 points
B+	= 87-89 points
B	= 84-86 points
B-	= 80-83 points
C+	= 77-79 points
C	= 74-76 points
C-	=70-73 points
D+	= 67-69 points
D	= 64-66 points
D-	= 60-63 points
F	= less than 60 points (failure)

*Class participation will be based on class contributions, engagement in discussion and behavior.

Missed Assignments/Exams:

In situations beyond your control, there may be opportunities to make up missed assignments or missed exams.

ATTENDANCE

Note: This class is a learning community; thus active participation in all class activities is a component of the grade. Regular and timely attendance is expected. Exam materials will be drawn from classroom lectures and discussions.

Please review Upper Iowa University Policies on Administrative Withdrawal related to repeated absences

CITATION e.g. Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing academic papers at the graduate or undergraduate level. They can, however, be useful to help gather some background information and to point the way to more reliable sources