SHAW UNIVERSITY
Department of Social Sciences
Social Work (SOW) 302-01:
Human Behavior and the Social Environment II (3 credit hours)
Prerequisite: SOW 210 and SOW 301

Instructor:
Office:
Classroom:
Office Hours:

and by Appointment
Telephone:

E-mail:

Social Work Program Mission
The mission of Shaw University’s baccalaureate social work program is to prepare and graduate competent and principled social work majors at the generalist practice, entry level of the profession for service, advocacy, and leadership and to prepare students for successful graduate education.

Social Work Program Goals

Graduates of the Shaw University Social Work Program will:

1. Serve diverse client systems with respect, dignity, integrity, and competence. Serving diverse client systems includes using such methods of intervention as providing direct services, advocating, collaborating, and empowering clients.
2. Seek and obtain leadership positions in their chosen field of practice and in positions of leadership in the profession, communities, and society;
3. Advocate for societal systems and economic changes that improve the lives of those experiencing a range of life circumstances and conditions that impede optimal social functioning;
4. Engage in life-long learning by building on their baccalaureate social work education. Life-long learning includes attending social work graduate school, participating in continuing education offerings, using supervision, engaging in self-development and personal growth and activities, and other means that contribute to enhancing one’s effectiveness and contributions as a professional social worker;
5. Work for social and economic justice for all people, with a special focus on populations at-risk, oppressed and disadvantaged populations, in order to improve their quality of life and help them achieve acceptance, tolerance, and full participation in society. By example, our graduates will be role models in advocating for acceptance, tolerance, equality, and eliminating discrimination.
Social Work Program Learning Outcomes

1. Apply critical thinking and analytical skills in generalist social work practice.

2. Incorporate and apply social work values, ethical principles and standards in generalist practice with all client systems.

3. Practice without discrimination and demonstrate cultural competence, knowledge, and skills related to clients’ age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation with respect, dignity, worth, and recognition of the potential of all people.

4. Practice with diverse client systems without discrimination, facilitated by demonstrated knowledge of the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Demonstrate knowledge of and interpret the history of the profession, its historical roots, its contemporary structures and issues and the roles of social workers.

6. Apply generalist social work knowledge, skills, and practice experience to intervene, problem solve and advocate at the micro, mezzo, and macro levels.

7. Apply evidence-based theoretical frameworks to understand individual development and behavior across the life span and the interactions among and between individuals, families, groups, organizations, and communities.

8. Critically analyze, formulate, and influence social policies.

9. Evaluate, interpret, and analyze research studies and apply research findings to practice, programs, and policies and evaluate one’s practice interventions.

10. Use communication skills differentially across client populations and with colleagues, and communities.

11. Use professional development methods such as supervision, consultation, continuing education, graduate school, and participation in professional organizations for lifelong service, advocacy, and leadership.

12. Practice within organizations and service delivery systems to effect social and organizational changes.
**Course Description**
This is the second course in the SOW Human Behavior and the Social Environment (HBSE) course curriculum. These HBSE courses examine human behavior theories and dynamics in order to provide a knowledge base upon which to build assessment skills, intervention skills and prevention skills necessary for generalist practice. The Human Behavior courses support the social work focus on person-in-environment transactions by examining the impact of biological, psychological, social and spiritual development across the life span. The courses emphasize the use of ecological and systems theory with a strengths perspective to assess the interactions between micro, mezzo, and macro systems and the impact these interactions have on human behavior, development, and functioning.

Human Behavior and the Social Environment II (SOW 302) focuses on human behavior, development, and functioning during young, middle, and later adulthood. The course emphasizes the use and development of critical thinking and the interaction between micro, mezzo, and macro systems towards understanding behavior and functioning. Also examined is the impact of spirituality, as well as cultural, historical, political, and economic forces on individuals, families, members of at-risk populations, and social systems. The courses further consider the effect of discrimination and oppression based on class, race, ethnicity, gender, and sexual orientation, and as these issues effect the attainment of social and economic justice for diverse and populations at-risk. The course also examines the role of social work and social workers in advocating for the optimal health, functioning and development of individuals within society.

Through a strengths-based, empowerment, and culturally competent perspective, and through application of relevant theories in understanding human development and behavior, SOW 302 provides students with a knowledge base upon which to build their generalist social work practice skills.

**Student Learning Outcomes**
At the conclusion of this course, through class lectures and discussions and the accomplishment of required readings and course assignments, students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment of Student Learning Outcomes</th>
<th>Linkage to Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate the ability to identify and describe theoretical concepts and frameworks towards understanding individual and family functioning, development and behavior in the young, middle, and later adulthood life stages.</td>
<td>Exam Questions Term Paper Written Assignments Class Exercises</td>
<td>PLO#: 1, 2, 6, 7</td>
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<td>2. Demonstrate the ability to apply social work values, ethical principles, and professional standards when assessing and working with individuals, families, and members of at-risk populations.</td>
<td>Exam Questions Term Paper Written Assignments Class Exercises</td>
<td>PLO#: 1, 2, 3, 6, 7</td>
</tr>
</tbody>
</table>
3. Demonstrate the ability to apply critical thinking and analytical skills in assessing and understanding the behavior, functioning, and development of individuals, families, and at-risk populations in the social environment. | Exam Questions | Term Paper | Written Assignments | Class Exercises | PLO#: 1, 7 |
---|---|---|---|---|---|
4. Demonstrate knowledge of the impact of biological systems on individual behavior, functioning, and development in young, middle, and later adulthood. | Exam Questions | Term Paper | Written Assignments | Class Exercises | PLO#: 1, 7 |
---|---|---|---|---|---|
5. Demonstrate knowledge of the impact of psychological systems on individual behavior, functioning, and development in young, middle, and later adulthood. | Exam Questions | Term Paper | Written Assignments | Class Exercises | PLO#: 1, 4, 7 |
---|---|---|---|---|---|
6. Demonstrate knowledge of the impact of spirituality on individual behavior, functioning, and development in young, middle, and later adulthood. | Exam Questions | Term Paper | Written Assignments | Class Exercises | PLO#: 1, 3, 6, 7 |
---|---|---|---|---|---|
7. Demonstrate knowledge of the impact of social systems on individual behavior, functioning, and development in young, middle, and later adulthood. | Exam Questions | Term Paper | Written Assignments | Class Exercises | PLO#: 1, 4, 6, 7 |
---|---|---|---|---|---|
8. Identify the impact of gender roles, sexism, and sexual orientation on human behavior and attainment of social and economic justice for diverse and at-risk population client systems. | Exam Questions | Term Paper | Written Assignments | Class Exercises | PLO#: 1, 2, 3, 4, 6, 7 |
---|---|---|---|---|---|
9. Demonstrate knowledge of how social, economic, and political systems influence existing social policies and social services and how they may impact individual and family functioning and development in the young, middle, and later adulthood life stages. | Exam Questions | Term Paper | Written Assignments | Class Exercises | PLO#: 1, 3, 4, 6, 7, 8 |

**Liberal Arts Perspective:**
This perspective is demonstrated in the concentrated focus on the person-environment context and diverse groups of person, the requirement of understanding one's cultural heritage and that of persons from other cultures, and the advancement in one's methods of thinking about and critiquing systems of inquiry about human behavior.

**Required Text:**
Additional readings and articles will also be assigned during the course.

**Course Requirements:**

1. **Textbook.** Students must purchase the above textbook, which is available at the Shaw University Bookstore. This text is used for both SOW 301 and SOW 302.

2. **Readings.** Students are expected to read all assigned readings from the text and/or from additional articles before class. This will greatly enhance the student’s ability to integrate information presented in class and to participate in our class discussions.

3. **Exams.** Students will be required to take three written exams. Students must take exams on scheduled dates.

**Exam Policy:**
Students are required to take exams as scheduled. If for any reason a student fails to take any exam, it is the student’s responsibility to contact the instructor immediately to discuss the nature of their absence. *Missing any course exams may result in a failing grade for the course.* If a student is absent without notice for an exam and was unable to take the examination due to a legitimately unforeseen reason (at the discretion of the instructor), the student must provide appropriate documentation for their absence to the instructor and that the instructor will keep. Appropriate documentation is an official excuse from Shaw University Student Affairs, a signed doctor’s note from a medical professional, or another entity as approved by the Office of Student Affairs formally excusing the student for the day of the missed exam. This is the only way a student will be allowed to take a make-up exam; there will be no exceptions. In this case, students must make arrangements with the instructor to take a make-up exam as soon as possible. If the student does not provide appropriate documentation, they will not be allowed to take a makeup exam and a “zero” will be entered as the student’s grade for that particular exam. Students are strongly encouraged to take exams as scheduled.

**Note:** While the regularly scheduled exams for this course may be a combination of multiple choice, matching, fill in the blanks, and short answer essay questions, the content and composition of any make-up exams will be at the discretion of the instructor.

4. **Term Paper.** Students are required to submit a five-page term paper on the effects of some aspect of the environment on human functioning. The student will utilize at least five scholarly journal articles as information sources for the paper, using APA citation. The paper will be worth 20 points of the overall course grade. Detailed specifics are included on the HBSE II Term Paper Assignment found elsewhere on this syllabus and will be discussed later in the course.

*(NOTE: Students may not complete term papers on the same topics for both SOW 301 and SOW 302.)*
5. **Class Attendance.**

The attendance policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

Class attendance is mandated for all Shaw University students. Students are responsible for attending class on time and adhering to the University’s Class Attendance Policy. The Attendance Policy is printed in the Shaw University Undergraduate Catalogue and shall be enforced. Each student is allowed as many unexcused absences per semester as the class meets per week.

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<tr>
<th>Time Class Meets Per Week</th>
<th>Unexcused Absences Allowed</th>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
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<tr>
<td>2</td>
<td>2</td>
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<td>1</td>
<td>1</td>
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</tbody>
</table>

Students who do not exceed the allowable number of absences will receive five points as part of the total points for the final course grade.

After the allowed number of unexcused absences has been used, students will receive points as part of the final course grade according to the following table for unexcused absences greater than the allowed absences.

<table>
<thead>
<tr>
<th>Number Greater Than Excused Absences</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>1</td>
<td>4</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>3</td>
<td>2</td>
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<tr>
<td>4</td>
<td>1</td>
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<tr>
<td>5 or more</td>
<td>0</td>
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</tbody>
</table>

Students arriving after attendance is taken are responsible for informing the instructor of their presence in class immediately after class so that the recording of their absence can be changed to a “late”; three (3) “late” attendances will equate to one (1) unexcused absence. An absence does not excuse the student from any work or due dates. Once in attendance, students should not leave class without the teacher’s permission.
6. **Class Participation.**

Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline’s conversation. Such participation will include completing course assignments and exercises, asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. Students will be assigned participation points primarily based on the Student Participation Rubric below:
**SHAW UNIVERSITY**  
**Student Participation Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 5</th>
<th>Outstanding 4</th>
<th>Satisfactory 3</th>
<th>Adequate 2</th>
<th>Unsatisfactory 1</th>
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<tbody>
<tr>
<td>Interaction/</td>
<td>Demonstrates critical thinking skills, evidence that student reads assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion</td>
<td>Demonstrates beginning critical thinking skills, some evidence that student reads assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused contributions</td>
<td>Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive</td>
<td>Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read</td>
<td>Does not participate or respond to questions, almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class</td>
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<tr>
<td>participation in</td>
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<tr>
<td>class and learning</td>
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<tr>
<td>activities</td>
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<td>Engagement in the electronic/</td>
<td>Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task</td>
<td>Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum</td>
<td>Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums</td>
<td>Misses more than two assignments. Some difficulty accessing and using electronic learning forums</td>
<td>Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum</td>
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<tr>
<td>email learning forum</td>
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<td>Professional attitude and</td>
<td>No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students’ points-of-view, alert in classroom, enthusiastic for work</td>
<td>Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices</td>
<td>Minimally disruptive and disrespectful, sometimes lethargic in the classroom</td>
<td>Disruptive and disrespectful, rarely enthusiastic</td>
<td>Not respectful and courteous, alert or enthusiastic in the classroom</td>
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<tr>
<td>demeanor</td>
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</table>

| Punctuality                     | 0-2 times tardy | 3-4 times tardy | 5-6 times tardy | 7-8 times tardy | 9-10 times tardy |

**Course Requirements Points Table**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>05 points</td>
</tr>
<tr>
<td>Participation</td>
<td>05 points</td>
</tr>
<tr>
<td>Class Exercises and Assignments</td>
<td>10 points</td>
</tr>
<tr>
<td>Term Paper</td>
<td>20 points</td>
</tr>
<tr>
<td>Exams (3; 20 points each)</td>
<td>60 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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</tbody>
</table>
**Grade Evaluation**

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below

*Note*: Social Work Majors must achieve a grade of “C” to advance in the SOW course curriculum.

**Student Classroom Decorum Expectations**

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress). **Students are expected to turn off telephones prior to entering the classroom.** Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the instructor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student, the student’s academic advisor, and to the chair of the academic department offering the course. A copy of the report will be retained by the instructor and also placed in the student’s academic record.

**Classroom Guidelines**

1. Turn off beepers, pagers, cell phones, and any other electronic devices including CD players, iPods, iPhones, etc. in class.

2. Eating food, drinking, sleeping, improper sitting, and wearing sunglasses, hats/caps are prohibited in class.

3. Do not talk with classmates about irrelevant subjects in class.

4. If you leave classroom before the class is over without instructor’s permission, it will be regarded as being absent.

5. Read the Shaw University “Student Classroom Decorum Expectations” carefully and abide by them strictly.

6. Reread the course syllabus.

Additional student behavior codes may be found in the Shaw University Student Handbook.
**Student Disability:** If you are a person with a disability and anticipate needing accommodations of any type in order to participate in the class, you must notify Student Disability Services (Counseling Center at 919-546-8525), provide the necessary documentation of the disability and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please identify yourself to me privately in order that we can implement these accommodations.

**Academic Dishonesty:**
It is the philosophy of Shaw University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. A student who plagiarizes or cheats, whether giving or receiving information, will receive a grade of zero on that particular exam or paper, and may receive a grade of F for the course.

**Course Advisement** All students are encouraged to meet with the professor as early and as often as he or she feels the need. Students who have academic difficulty may be referred to the AAA Center for additional assistance and advisement.
### Course Calendar

<table>
<thead>
<tr>
<th>Class/Unit</th>
<th>Student Learning Outcomes</th>
<th>Content of Class or Unit</th>
<th>Readings</th>
<th>Methods of Instruction</th>
<th>Related Assignments</th>
<th>Teaching Resources</th>
<th>Assessment of Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1-9</td>
<td>Introduction Review of Course Syllabus Biological, Psychological, Social Systems Developmental continuum Young, Middle, Later Adulthood</td>
<td>Text Book, Introduction, Course Syllabus</td>
<td>Lecture, Review of course syllabus Review of course textbook</td>
<td>Obtain Required Course Textbook Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #1 Questions -Class Assignments</td>
</tr>
<tr>
<td>Week 1</td>
<td>1,2,3,4</td>
<td>Biological Aspects of Young &amp; Middle Adulthood Defining young &amp; middle adulthood: -Age span -Social/ Developmental indicators Health &amp; Physical Changes Mid-life Crisis?</td>
<td>Text Ch. 10 pp. 360-378 Highlight 10.1: Breast Cancer Spotlight on Diversity 10.1: Differential Incidence of Death among Racial populations</td>
<td>Class Lecture, Class Discussion PowerPoint</td>
<td>Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #1 Questions -Class Assignments</td>
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<tr>
<td>Week 2</td>
<td>1,2,3,4</td>
<td>Biological Aspects of Young and Middle Adulthood Female Menopause Male Climacteric</td>
<td>Text Ch.10 pp. 370-378 Spotlight on Diversity 10.2: Cultural Differences in Women’s Experience of Menopause</td>
<td>Class Lecture Class Discussion PowerPoint</td>
<td>Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #1 Questions -Class Assignments</td>
</tr>
<tr>
<td>Week 2</td>
<td>1,2,3; 5, 7</td>
<td>Biological Aspects of Young &amp; Middle Adulthood Issue: -People living with AIDS: A population at-risk HIV/AIDS Questionnaire</td>
<td>Text Ch.10 pp. 378-388</td>
<td>Class Lecture Class Discussion PowerPoint</td>
<td>Assigned Text Reading</td>
<td>Course Text AIDS Beliefs/ Value Survey Blackboard: HIV/AIDS Fact Sheet</td>
<td>-Exam #1 Questions -Class Assignments</td>
</tr>
<tr>
<td>Week 3</td>
<td>1,2,3; 5; 7</td>
<td>-People living with AIDS: A population-at-risk Role of social work</td>
<td>Text Ch.10 pp. 378-388</td>
<td>Class Lecture Class Discussion PowerPoint Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #1 Questions -Class Assignments</td>
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<td>Week 3</td>
<td>1,2,3; 5; 7</td>
<td>Psychological Aspects of Young &amp; Middle Adulthood Intimacy Developmental theory: Erikson, Peck, Levinson Maslow’s Hierarchy</td>
<td>Text Ch. 11 pp. 390-395 Spotlight on Diversity 11.1: Application of Levinson’s theories to women: An Evaluation</td>
<td>Class Lecture Class Discussion PowerPoint Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #1 Questions -Class Assignments</td>
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<tr>
<td>Week 4</td>
<td>1,2,3; 5; 7, 8</td>
<td>Psychological Aspects of Young &amp; Middle Adulthood Maslow’s Hierarchy Emotional Intelligence Mezzo systems: Communication &amp; Boundaries Glasser’s Choice Theory Intuition Right/Left Side Brain Functioning</td>
<td>Text Ch. 11 pp. 390-409</td>
<td>Class Lecture Class Discussion PowerPoint Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #1 Questions -Class Assignments</td>
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</tr>
<tr>
<td>Week 4</td>
<td>1,2,3; 6; 7, 8, 9</td>
<td>Psychological Aspects of Young &amp; Middle Adulthood Substance Use &amp; Abuse What is SA? -Pharmacology and physiology defined Who is an abuser? Impairment in functioning-bio-psycho-social aspects DSM-IV TR Criteria: Abuse vs. Dependence</td>
<td>Text Ch. 11 pp. 409-431 DSM-IV TR Diagnostic Criteria</td>
<td>Class Lecture, Class Discussion Sample SA Assessment Instrument Assigned Text Reading DSM-IV TR Diagnostic Criteria Handout</td>
<td>-Course Text -Blackboard -PowerPoint DSM-IV TR Diagnostic Criteria Handout Sample SA Assessment Instrument</td>
<td>-Exam #1 Questions -Class Assignments</td>
<td></td>
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</tbody>
</table>
| Week 5 | 1, 2, 3, 6, 7, 8, 9 | Chemical & Substance Use & Abuse  
Overview of Commonly Abused Substances  
Club-drugs/ Date-rape drugs  
Theoretical Explanations of SA  
"SA: A Family Disease": family system aspects and impact  
Treatment & Recovery/ Roles of Social Work | Text Ch. 11 pp. 409-431 | Class Lecture, Class Discussion | Assigned Text Reading  
- Course Text  
- Blackboard  
- PowerPoint  
- Exam #1 Questions  
- Class Assignments |
|---|---|---|---|---|---|
| Week 6 | 1-9 | Review of Term Paper Assignment | Term Paper Assignment | Class Lecture Class Discussion PowerPoint | Assigned Text Reading  
Term Paper Assignment  
- Course Text  
- Blackboard  
- PowerPoint  
- Exam #2 Questions  
- Class Assignments |
| Week 6 | 1, 4, 6, 8, 9 | Sociological Aspects of Young/Middle Adulthood  
Interactions in Family Systems Lifestyles & family forms:  
- Marriage  
- Parenthood  
- Macro systems theories: functionalist, conflict, & interactionist | Text Ch. 12 pp. 432-452  
Highlight 12.1: Partner/Mate Choice Theories | Class Lecture Class Discussion PowerPoint | Assigned Text Reading  
- Course Text  
- Blackboard  
- PowerPoint  
- Exam #2 Questions  
- Class Assignments |
| Week 7 | 1, 4, 6, 8, 9 | Sociological Aspects of Young/Middle Adulthood  
Poverty: Impacts of Social and Economic forces  
The culture of poverty: Evaluation of theory and application to | Text Ch. 12 pp. 432-452  
Article: Minimum wage & the Poor | Class Lecture Class Discussion PowerPoint | Assigned Text Reading  
- Course Text  
- Blackboard  
- PowerPoint  
- Exam #2 Questions  
- Class Assignments  
- Poverty Essay |
<table>
<thead>
<tr>
<th>Week</th>
<th>1, 4, 6</th>
<th>Sociological Aspects of Young/Middle Adulthood Assessing and intervening in family systems Social work &amp; Organizations Organizational behavior</th>
<th>Text Ch. 12 pp. 432-452</th>
<th>Class Lecture Class Discussion PowerPoint</th>
<th>Assigned Text Reading Family Ecomap Assignment</th>
<th>-Course Text -Blackboard -PowerPoint -Student Ecomap Assignment</th>
<th>-Exam #2 Questions -Student Ecomap Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>1, 3, 4, 8</td>
<td>Gender Roles &amp; Sexism Gender Role Stereotypes Theoretical &amp; Cultural Perspectives on Gender Development Impact of Sexism Transgender variations</td>
<td>Text Ch. 9 pp. 327-342</td>
<td>Class Lecture, Class Discussion PowerPoint</td>
<td>Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #2 Questions -Class Assignments</td>
</tr>
<tr>
<td>Week</td>
<td>1, 3, 4, 9, 9</td>
<td>Gender Roles &amp; Sexism Violence Against Women: Rape; Domestic Violence</td>
<td>Text Ch. 9 pp.343-358</td>
<td>Class Lecture Class Discussion PowerPoint</td>
<td>Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #2 Questions -Class Assignments</td>
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<td>Week</td>
<td>1, 3, 4, 9</td>
<td>Sexual Orientation What does it mean to be gay, lesbian, homosexual, and/or bisexual? Theoretical perspectives on GLBT Social Treatment/Challenges: Myths, Stereotypes, Homophobia Discrimination Promoting Optimal Well Being</td>
<td>Text Ch. 13 pp.492-504</td>
<td>Class Lecture Class Discussion PowerPoint</td>
<td>Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint Supplemental Material</td>
<td>-Exam #2 Questions -Class Assignments</td>
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<td>Week 10</td>
<td>1, 3, 4</td>
<td>Biological Aspects of Later Adulthood Age and Productivity Racial differences in life expectancy</td>
<td>Text Ch. 14 pp. 520-546</td>
<td>Class Lecture Class Discussion PowerPoint Supplemental Article</td>
<td>Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #3 Questions -Class Assignments</td>
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<td>Week 11</td>
<td>1, 8, 9</td>
<td>Biological Aspects of Later Adulthood Age &amp; Longevity: Cross-Cultural Research on Centenarians</td>
<td>Text Ch. 14 pp. 520-546</td>
<td>Class Lecture Class Discussion PowerPoint</td>
<td>Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #3 Questions -Class Assignments</td>
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<td>Week 11</td>
<td>1, 7</td>
<td>Psychological Aspects of Later Adulthood Developmental Tasks &amp; Theories on successful aging: Disengagement Theory Low Status and Ageism</td>
<td>Text Ch. 15 pp. 547-558</td>
<td>Class Lecture Class Discussion PowerPoint</td>
<td>Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #3 Questions -Class Assignments</td>
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<td>Week 12</td>
<td>1, 3, 6</td>
<td>Psychological Aspects of Later Adulthood Triple jeopardy: Being female, African American and Old</td>
<td>Text Ch. 15 Pp. 559-572</td>
<td>Class Lecture Class Discussion PowerPoint</td>
<td>Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #3 Questions -Class Assignments</td>
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<td>Week 12</td>
<td>1, 3, 6</td>
<td>Psychological Aspects of Later Adulthood Role of Spirituality and Religion Social work practice and empowerment through spiritual development</td>
<td>Review of pp. 201, 101 Fowler's theory of faith development p. 270 Spotlight on Diversity text p. 271</td>
<td>Class Lecture Class Discussion PowerPoint</td>
<td>Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #3 Questions -Class Assignments</td>
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<td>Week 13</td>
<td>1, 3, 6</td>
<td>Psychological Aspects of Later Adulthood Spirituality &amp; Religion The Cultural-Historical context of Death and Bereavement</td>
<td>Text Ch. 15 pp. 554-558 Interrelationship of Spirituality &amp; Religion Article</td>
<td>Class Lecture Class Discussion PowerPoint</td>
<td>Assigned Text Reading Assigned Text Reading Article</td>
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<td>Week 14</td>
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<td>Psychological Aspects of Later Adulthood End of life issues Death &amp; the grieving Process Ethical Dilemma Handout: “Tern’s Dilemma”</td>
<td>Text Ch. 15 pp. 559-572 Ethical Dilemma Handout: “Tern’s Dilemma”</td>
<td>Class Lecture Class Discussion PowerPoint Assigned Text Reading Assigned Text Reading Handout</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #3 Questions -Class Assignments</td>
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<td>Week 14</td>
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<td>Sociological Aspects of Later Adulthood Older Americans: Growing More and Growing More Older The elderly: A population-at-risk Social Problems faced by Older Persons</td>
<td>Text Ch. 16 pp. 573-586</td>
<td>Class Lecture Class Discussion PowerPoint Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #3 Questions -Class Assignments</td>
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<td>Week 14</td>
<td>1, 4, 6</td>
<td>Sociological Aspects of Later Adulthood Ethical Practice Issue: Assisted Suicide Macro system responses: Current Services for the aging</td>
<td>Text Ch. 16 pp. 586-596 Handout: North Carolina DNR Laws &amp; Health Care Proxy</td>
<td>Class Lecture Class Discussion PowerPoint Assigned Text Reading Assigned Text Reading Handout</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #3 Questions -Class Assignments</td>
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<td>Week 15</td>
<td>1, 9</td>
<td>Sociological Aspects of Later Adulthood Older People as a political force; Social Work w/ Older People</td>
<td>Text Ch. 16 pp. 592-596</td>
<td>Class Lecture Class Discussion PowerPoint Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #3 Questions -Class Assignments</td>
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<td>Week 15</td>
<td>1-9</td>
<td>Course Summary and Final Exam Review</td>
<td>Text Chapters 14-16</td>
<td>Class Lecture Class Discussion PowerPoint Assigned Text Reading</td>
<td>-Course Text -Blackboard -PowerPoint</td>
<td>-Exam #3 Questions -Class Assignments</td>
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<td>Week 16</td>
<td>1-9</td>
<td>Final Exam</td>
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STUDENT GUIDELINES

1. Mutual respect and support
2. Personal responsibility and accountability
3. Class attendance is expected
4. Promptness is highly valued and I expect nothing less
5. Natural consequences
6. If you don’t know or understand, ask
7. Partnership between student and teacher
8. Develop skills to think critically and analytically
9. Model professional ethical behavior and practice
10. Time is an equal opportunity circumstance.
11. Think in terms of key definitions, terms, and concepts
12. Think in terms of comparing and contrasting (similar and dissimilar)
13. Think about the application of knowledge, skills, models and techniques.
14. You should be working on developing skills that will contribute to your knowledge and skill development that will make you a good problem solver and change agent.
15. Turn off beepers, pagers, and telephones and any other electronic devices except for tape recorders while in class.
16. Students may tape the class lectures and course review with the permission of the instructor. The student may not tape other students' participation unless he or she obtains prior approval
17. A goal set is a goal met
18. If you cannot attend a class, it is your responsibility to contact another student or me to find out what you missed. You are still responsible for any assignments due that day or given for a future date.
Course Bibliography


SOW 302 HBSE II Values Exercise – What does it mean to be Lesbian or Gay?

I. Homosexuality

Your one word response is: ______________________

ii. Imagine that tomorrow morning you woke-up and realized that you were gay or lesbian.

What would your reaction be? In what ways might your life be affected? Think about issues related to your psychological and social functioning: how you feel and what think about yourself; how others might react, your family, friends, employment, your church, etc.

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SOW 302 Human Behavior and the Social Environment II
Theoretical Perspectives on Poverty-Take Home Essay
(in partial fulfillment for Examination # 2)

Objectives:
1) To describe functionalism and conflict theory as they apply to poverty.
2) To analyze poverty in terms of functionalism and conflict theory perspectives.

Assignment
Using the information from the textbook, handouts, your class notes, and readings, you are to answer the following questions in a written essay response:

1) Describe at least 2 points of each theoretical explanation as it applies to poverty

2) Do you believe poverty is functional for our society? Explain your position in no fewer than 2-3 sentences. Use critical thinking skills!

3) Which do you believe has better theoretical ideas on explaining poverty-functionalism or conflict theory? Use critical thinking skills!

4) Which do you believe has better theoretical ideas on how to reduce poverty-functionalism or conflict theory? Use critical thinking skills!

5) Since poverty could be eliminated in society by redistribution of wealth and income, do you believe the existing power structure really wants to eliminate poverty?

Bonus: Include in your essay response a brief (2-3 sentences) suggestion of a program and/or policy you would design to address the issue of poverty.

Assignment Writing Guidelines
1) The focus of your essay is to be only on functionalism and conflict theory.

2) All questions should be answered in no fewer than 2-3 sentences. Use a separate paragraph to answer each question. Staple your paper if it is more than one page.

3) Papers must be typed in 12 point Times New Roman font and double-spaced.

4) Grammar, punctuation, writing mechanics and spelling all count!

5) The following heading must be included on the top left hand side your essay paper:
   Your Name
   SOW 302: Human Behavior and the Social Environment II
   Exam #2 Take Home Essay-Poverty
   Date

Papers are due in class _____________________.
SOW 302-Human Behavior and the Social Environment II
Ecomap Assignment

Following your reading in Chapter 12 and class discussion on the function and structure of an ecomap, your assignment is to construct an ecomap based on your family of origin (i.e., the family in which you grew up). For this assignment, you will compose and analyze an ecological map, or “ecomap”, as an assessment tool to understanding how the individual/family is a part of and interdependent upon an ecosystem. The ecomap will include the major systems that are part of the family’s life and the nature of the family’s relationships with those systems. On a separate sheet of paper you are to provide a brief (1-2 paragraph) analysis and narrative high-lighting the significant individual/family intra-relationships and interrelationships with other systems.

Your ecomap must be composed on no smaller than 11”x14” construction type paper (use of lined, notebook paper is not allowed and will not be accepted!). It is recommended that you use a straight-edge (eg., ruler) and appropriately-sized symbols (suggested eg. using a half-dollar coin for circles) in composing your ecomap. It is also recommended to start with a pencil draft. Once you have everything laid-out as you feel is best, then use a fine-tip or felt-tip pen for the final draft.

SOW 302-Human Behavior and the Social Environment II
Ecomap/Genogram Assignment Grading Rubric

Your work on this assignment is graded on the following criteria/points:

- Appropriate paper type/size___________________________________________ 0/1pt
- Neatness and legibility______________________________________________ 0/1pt
- Includes Symbol Key and appropriate use of symbols___________________ 0/1pt
- Brief narrative analysis and explanation (2 paragraphs)_________________ 0/1/2pts
- Total Assignment Points___________________________________________ 5 pts

Bonus: Up to 2 bonus points will added (at the instructor’s discretion) for outstanding work above and beyond the minimum requirements of the assignment, eg. an expanded/more detailed written narrative/analysis of your family ecomap; separate illustrations, etc.
The purpose of this paper is to allow students to develop their ability to conceptualize and increase their understanding of the bio-psycho-social aspects of human behavior, development, and functioning. As critical thinkers, social workers realize that very few things in this world are as simple as they may seem initially. We highly value the ability to conceptualize and communicate complex dynamics involved with individual and social issues, and the interaction between the two. As a professional social worker, you need to see and present “the big picture” of an issue in all its complexity. This paper is designed to provide you with an opportunity to begin assessing and understanding the interactions and influences of both multiple-level systems (i.e., micro, mezzo, macro), on biological, psychological, and sociological dimensions of human behavior, development, and functioning.

You are to select an issue pertaining to individual functioning during the young, middle, and/or later adulthood stages of life and write a six (minimum) to eight (maximum) page double-spaced paper. You may write about how the issue affects individual/family functioning, members of diverse and/or at-risk populations, about societal factors related to the problem or issue, or about social policies and services related to the issue. You must also discuss the implications your researched information has for social work (micro-mezzo-macro level practice) and the attainment of social and economic justice.

Your paper is to include a title page, the body of the paper (which includes an introduction and conclusion), and a reference page. References are to be cited in APA format. Deviation from proper APA format in citing references will affect your grade. Your paper is to include at least 5 references that are researched-based articles of at least four full pages (not 3½) and must be from professional or academic peer-reviewed journals. Recently published sources are valued over older sources. You would be wise to decide on a topic and begin research for your paper ASAP as finding of appropriate references and the synthesizing of information and material into an academic paper take time. As part of the assignment, your topic proposal will be submitted separately and must be approved by the instructor and will be assigned an advance due date for submission. You are encouraged to consult with the instructor as often as needed for guidance in building your paper and finding your references. While what you choose to write about may reflect your own interest or perspective of an issue, this is a research paper, not an opinion paper or a reflection paper; personal experiences are not to be a part of this paper. Also, do not use first person in your writing (I, you, we) as this is not the proper mechanics of an academic paper.

Your paper is to be written in 12-point print, Times New Roman font. Margins are to be set at one (1) inch on all sides. Do not vary from these requirements. If your computer does not default to these settings, change it. Neither the cover sheet nor the reference page counts as a page of text. The cover sheet is not numbered, but reference pages are numbered. Page 1 is the first page of text. Every line of the paper should have some text on it. Attempts to make the paper look longer by skipping lines or widening the margins will affect your grade significantly. Do not use bullets, graphs, or charts, in the paper. Pages are to be numbered by using the header option of your software (outside of the one inch margin). Your instructor can show you how to accomplish all of these settings (providing you are using Microsoft Word). If you have any questions about the paper, do not hesitate to ask your instructor. I am willing to meet with you throughout the semester to provide feedback on your work, help you select a topic or structure your paper, etc.
When you turn in your paper, you will also submit the full copies of the articles that you used in researching your topic. The articles will be stapled individually, and bound together with your paper with a binder clip. I will not accept any papers without articles!

Your paper must be stapled in the upper left hand corner; I will not accept papers that are not stapled. Late papers will automatically be deducted one letter grade for each day they are late, and no papers will be accepted after the next class session after the original due date.

Do not plagiarize! Some of us may know people who have gotten away with taking credit for what others have written. If you do this and get caught, you will receive a grade of “zero” for this assignment. Plagiarism is a direct violation of University Student Conduct and will jeopardize your standing in the SOW Program and as Shaw University student. As I read your paper, I will be looking for plagiarism. Common signs of plagiarism include: inconsistent writing style and grammar skills, terminology or content more advanced than the student has proven to be capable of in the past, abrupt changes in the focus of the paper, and sections of the paper being slightly off-task. Writing is hard work; plagiarism is cheating.

Selecting an Appropriate Issue/Topic for Your Paper
Select an issue/topic that pertains to the population you are interested in working with or are interested in learning about. Write a paper based on the question, “What is reported in the professional literature regarding the relationship between this social issue or condition and its’ effect on human behavior, development, and functioning in adulthood?” In conceptualizing the paper, you might seek to find articles that address questions such as: What services or programs are available to address the issue, condition, or problem? What is the effectiveness of these programs or services? What are the societal influences, (culture, policies, laws, etc.) that contribute to or attempt to alleviate the problem? Each of the social issues/environmental circumstances listed below can affect biological, psychological, and social development and functioning in young, middle, or later adulthood. These are just a few possible topics; other topics are allowable by instructor approval.

- Breast Cancer
- Differential Incidence of Death among populations-prevalence; socioeconomic factors
- AIDS/HIV
- Marriage/Divorce
- Psychological/sociological factors of healthy families or spousal relationships
- Domestic violence - family dynamics, perpetrator types, treatment models and their effectiveness
- Mental illness/mental retardation/physical handicaps in adulthood - treatment, coping, etc.
- Poverty/Homelessness - individual and/or societal contributing factors, programs, effects of, etc.
- Substance Abuse - alcoholism; dependence; prevention, intervention, treatment
- Gender Roles; Sexism - discrimination based on gender, double standard of aging
- Sexual Orientation - discrimination; social and economic justice implications-attainment
- Gay, Lesbian, Bisexual, Transgender Issues - social and economic justice implications-attainment
- Issues associated with aging - social services caregiver issues; death of a spouse; grandparents as primary caregivers; end of life decisions; assisted suicide; elder abuse/neglect
- Spirituality
  - Research on application of a bio-psycho-social developmental theory to a particular social problem/human behavior as covered in the textbook and/or discussed in class.
SOW 302 – Human Behavior and the Social Environment II
Term Paper Topic Proposal

Student Name: ____________________________

Due Date: ____________________________

Note:

All topics must be reviewed and approved by the Professor

Any proposed changes in topic requires Professor review/approval and must be submitted no later than _________________________

Papers with topics not consistent with submitted topic proposal will not be accepted!

Term Paper Topic: ____________________________

________________________________________

________________________________________

________________________________________

(To be completed by Course Instructor):

Approved by Course Instructor: ( ) Yes ( ) No

Date: ____________________________

Comments: ____________________________

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| Did you submit your topic proposal on time? (1pt) | 0 1 |
| Did you adhere to the specific requirements for the structure and content of the paper, including copies of the journal articles used in your paper? (5 pts) | 0 1 2 3 4 5 |
| Was your paper well organized and easy to follow? Did your paper demonstrate an accurate use of grammar, language, and spelling? (5 pts) | 0 1 2 3 4 5 |
| How well did you introduce the social issue or environmental circumstance you chose to write about? How well did you describe the significance of the issue and who is affected? (2 pts) | 0 1 2 |
| To what extent did you demonstrate an understanding of how bio-psycho-social aspects or environmental circumstances affect your chosen issue of individual functioning/human behavior, what other factors contribute to the issue, or the efficacy of the programs designed to address the issue? (3 pts) | 0 1 2 3 |
| Did you include an appropriate conclusion, how well did you identify and explain role of social work and/or identify implications for social work efforts? (2 pts) | 0 1 2 |
| Did you adhere to APA guidelines in citing your references in the text of the paper and on the reference page? (2 pts) | 0 1 2 |

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