

Salt Lake Community College Course Curriculum Outline

Final Approval Date (date approved by Faculty Senate & Provost): 09/30/2013

School: HU = Humanities Division Code: SW Department Code: SW

Action: Select Action

If this is a change, what is being changed? No

Rationale for Action: In order to update our PCO it is a requirement to transfer to the the new course curriculum outline. There are no additional changes.

Faculty Contact: Mequette M. Sorensen

Date Submitted: Fall, 2013

Semester of Implementation: Fall Year of Implementation: 2013

Course Basics:

Course Prefix: **SW** Course #: **2100**

Abbreviated Course Title: **Human Behavior in Soc Env**

Full Course Title: Human Behavior in the Social Environment

Course Description: This course will introduce students to the dynamics of human behavior in the social environment focusing on the interrelatedness of the biological, psychological and social dimensions of human behavior.

| Course Student Learning Outcomes (SLOs): | Related College-Wide Student Learning Outcome(s) |
|---|--|
| Students will demonstrate substantive knowledge in the biological, psychological and social dimensions of human behavior across the life span. | # 1, 2 and 4 |
| Students will communicate effectively both orally and in writing their understanding of biological (genetic predispositions) psychological and social affects (i.e. family, race, ethnicity, culture, class, gender, religion, physical or mental ability, age, national origin, etc.) of human behavior in order to understand plausible explanations for human behaviors. | #1, 2 3,4, and 5 # 2, 4 and 5 |

| | |
|--|-----------------|
| Students will use and interpret information represented as data, graphs, tables, statistics to analyze individual behavior, and/or historical development of various behaviors over time. | # 3 and 4 |
| Students will demonstrate key aspects of critical thinking such as the influence of the biological, psychological and social systems upon human behavior and the complexity of treatment plans in the adaptation of human behaviors. | # 2 and 4 |
| Students will have the knowledge and skills to be prepared to work in the professional arena through their knowledge of behavioral patterns across the life span, their learning skills in assessment techniques and understanding of treatment models from a biopsychosocial perspective. | # 1, 2, 4 and 5 |
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Prerequisite(s): None
 Corequisite(s): None
 Cross-listing(s): None
 Equivalent Course(s):

Credit Hours: 3 to 3
 Billable Hours: 3 to 3
 Lecture Hours: 3 to 3
 Lab Hours: 0 to 0
 Other Hours: 0 to 0
 Total Contact Hours: 3 to 3

Repeat Code: NR = Can only be repeated for grade replacement
 Repeat Limit: 99

Course Details:

Semester(s) Offered: All

GenEd Designation(s): (if applicable) (if applicable) *if selected, fill out attachment A.
 Study Abroad Designation: No * if yes, fill out attachment B.
 Service Learning Designation: No *if yes, apply through Thayne Center.

CTE course: A = Academic course
 Course Level: UG = Undergraduate (if applicable) (if applicable)
 Is this course only offered for CEUs? No

Default Grading Mode: S = Standard Letter

Other Grading Mode(s): (if applicable) (if applicable) (if applicable) (if applicable)

Schedule Type(s): L = Lecture (if applicable) (if applicable) Other (Please Specify)

Instructional Method(s): 1W = Face-to-Face Classroom

4W = Online Website Instruction (if applicable) (if applicable)

Registration Restrictions:

Is this a transfer course? Yes

Articulation & Transfer Information: This course is a requirement for several four-year BSW program however, it is suggested that students consult the Social Work Academic Advisor for information on how the higher education institutions accept credits for this given class. For specific information, contact the institution in which the transfer of credit is desired or the Social Work Academic Advisor.

WEBER STATE UNIVERSITY

ANTH 1010, BIOL 1090, PSY 1010, SOC 1010, SW 1010, SW 2100.

UNIVERSITY OF UTAH

BIOL 1010 or BIOL 1090 or BIOL 1610; POLS 1100, PSY 1010, SOC 1010, SW 1010, SW 2100, SW 2650. Community service is highly valued by the admissions committee at this institution.

UTAH STATE UNIVERSITY

ANTH 1010, BIOL 1010, FHS 1500, MATH 1040, PSY 1010, SOC 1010, SW 1010, SW 2100. SW 1010 must be completed with a C+ or better; all other classes with a C or better.

UTAH VALLEY UNIVERSITY

ENGL 1010 & ENGL 2010 with a C+ or better. SW 1010 with a B- or better.

Community service is highly valued by the admissions committee at this institution.

Admission into a major program at a transfer institution depends upon the receiving institution's requirements for that major. Some major programs are restricted and require special application, volunteer and/or paid experience in the community as well as a competitive GPA. See the Social Work Academic Advisor or full-time faculty member at SLCC or the advisor at the intended receiving institution for specifics regarding application processes to Bachelors level education.

Course Fees:

Course fee(s): No

Amount(s): \$

Rationale:

** NOTE: Approval of this course does not automatically ensure approval of the course fees. Course fees are reviewed each November by the Executive Cabinet.

Impact:

Impact on hosting department: Pay for instructor, allocation of classroom space

Impact on other programs/departments: None

Special Instructions (content, pedagogy, assessment strategies, etc.):

The attached sample syllabus includes several examples of assessments used to address the SW program student learning outcomes. Assessment measures in each of the Human Behavior in the Social Environment (HBSE) sections will utilize several of the following methods:

Class discussions

Quizzes /exams

Assignments (included but not limited to psychosocial assessment ethnographies, eco-maps)

Essays

Group and individual presentation.

Representative Syllabus (include as a separate document):

Please include a representative syllabus for the course. An actual syllabus used by a faculty member teaching this course is strongly preferred. Save the file using the filename "CCO XXXX ##### Syllabus.doc" where xxxx ##### is the course prefix and number.

NOTE: Save this Course Curriculum Outline using the filename "CCO XXXX #####.doc"

SALT LAKE COMMUNITY COLLEGE
Department of Social Work
SW 2100
HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Instructor: Mequette M. Sorensen, M.S.W., C.S.W.
Office: Taylorsville/Redwood Campus, CT 094-H
Office Hours: Tues. 11:30- 2:00 and Wednesday 11:30 – 1:00 at
SCC preferred by appointment
Phone: 957-4455
E-mail Address: Mequette.sorensen@slcc.edu

Required Text: *Human Behavior and the Social Environment; a
Multidimensional Perspective*

Jose B. Ashford, Craig Winston LeCroy and Kathy L. Lortie

Course Description:

This course will introduce students to the dynamics of human behavior in the social environment focusing on the interrelatedness of the biological, psychological and social dimensions of human behavior. Additionally, the course will provide a practical and theoretical understanding of human behavior in the social environment focusing on the interrelatedness of the biopsychosocial dimensions of human behavior across the life span. An application of the use of various interventions and strategies will be introduced in order to comprehend the complexity of treatment plans in the adaptation of human behaviors.

Learning Outcomes:

The primary goal of SW 2100 is to provide the student an opportunity to focus on theories and perspectives of human behavior in order to effectively complete assessments in social work practice. The learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the following ways.

SLCC Learning Outcome #1: Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace.

SW 2100 Learning Outcomes: At the end of this course students should be able to:

- Demonstrate substantive knowledge in the biological, psychological and social dimensions of human behavior across the life span.

SLCC Learning Outcome #2: Upon successful completion of any program, students should be able to communicate effectively.

SW 2100 Learning Outcome: At the end of this course students should be able to:

- Communicate effectively both orally and in writing their understanding of biological (genetic predispositions) psychological and social affects (i.e. family, race, ethnicity, culture, class, gender, religion, physical or mental ability, age, national origin, etc.) upon human behavior.
- Communicate effectively both orally and in writing their understanding of plausible explanations for human behaviors.

SLCC Learning Outcome #3: Upon successful completion of any program, students should develop quantitative literacies necessary for their chosen field of study:

SW 2100 Learning Outcome: At the end of this course students should be able to:

- Use and interpret information represented as data, graphs, tables, statistics to analyze individual behavior, and/or historical development of various behaviors over time.

SLCC Learning Outcome #4: Upon successful completion of any program, students should be able to think critically.

SW 2100 Learning Outcome: At the end of this course students should be able to:

- Demonstrate key aspects of critical thinking such as the influence of the biological, psychological and social systems upon human behavior
- Demonstrate key aspects of critical thinking in assessing a client's total functioning.
- Demonstrate key aspects of critical thinking such as the complexity of treatment plans in the adaptation of human behaviors.

SLCC Learning Outcome #5: Upon completion of any program, students should develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.

SW 2100 Learning Outcome: At end of the course students should be able to:

- Have the knowledge and skills to be prepared to work in the professional arena through learning skills in assessment techniques.
- Have the knowledge and skills to be prepared to work in the professional arenas through an understanding of treatment models from a biopsychosocial perspective.

Methodology:

The class will be conducted in an open discussion format. Students are expected to have read the listed readings **prior** to class in order to participate effectively in applying the biopsychosocial framework in class discussions, group exercises, quizzes/exams and individual and group presentations. The instructor will facilitate an open discussion and create an environment that will ensure the safe disclosure of thoughts, ideas, and personal opinions.

Several different assessment assignments will be distributed throughout the class. It is imperative that you attend class in order to understand and complete the assignments. **No late assignments will be given but rather, the “0” may be used as the lowest scoring assignment and subsequently will be used as the “free” assignment and taken from the total points possible. The professor will eliminate the lowest scoring assessment assignment from their total score.**

Course Requirements:

Biophysical/ Psychosocial Assessment: A biophysical/psychosocial assessment is an exercise of obtaining, gathering and synthesizing salient data that will enable a social worker to complete a thorough assessment of a client in order to conceptualize the client’s history and develop future plan for services.

Ethnography: An ethnography within the Social Work arena is an observation of human behavior in order to better understand general human behavior within a specific developmental stage. An ethnographic report is the application of developmental milestones and behavioral tendencies applied to the observed behaviors in order to assess developmental accuracy of the individual(s). The instructor will provide a list of various developmental milestones to be assessed.

Eco Map: An eco-map is an assessment tool used to gain a visual picture of internal and external subsystems and their relationships to family problems and functioning. Students will familiarize themselves with a case study and will be expected to provide a diagram of the composition of the family as well as the interactions of the subsystems. In addition, students are expected to identify and describe perceived strengths working for the family as well as weaknesses working against the family.

Group Presentation: Class members will divide into self-selected groups of 2-4 members. Each group will select one developmental stage for the focus of their presentation. **PRESENTATION:** Each group is to provide an overview of the milestones, common behaviors, various perspectives explaining common human behaviors, and the available resources in the community for the specific developmental stage, etc. It is expected that students will provide presentations in an informative, interesting and accurate manner. Class presentations are expected to include research outside the text e.g. research, case studies, journal articles, videos, outside resources, guest speakers (not to replace student’s

presentation), etc. **It is expected that the student will present more than a mere review of information contained within the text.**

Examinations: There will be one take home comprehensive final examination. This examination will be based on assigned readings, lectures, class discussions, group presentations, case studies and other class assignments.

Participation: Participation through the articulation of thoughts, effective problem solving, and an integration of knowledge and understanding of various frameworks will reflect the student's understanding of core concepts associated with assessing human behavior.

Participation points is available at the instructor's discretion based upon engagement in class discussion, integration of assigned readings and application of understanding to in-class assignments and exercises as well as attendance and punctuality.

Other Useful Information:

Final Grades – The final grade will be calculated according to how many points you receive on your in-class group projects/assessments, ethnographies, eco-maps, group presentation and final examination.

Help – You can contact me via email at mequette.sorensen@slcc.edu . I will reply as I can and offer you the assistance you request.

Writing Expectations – It is expected that all assignments, papers and essays will be written on a scholarly level with attention to spelling, grammar, appropriate citations and coherent writing. Each product must be written in a 12-point font, double-spaced with one inch margins on all sides. When applicable each product should follow MLA or APA guidelines. **No handwritten assignments will be accepted.**

Late Assignments – If you fail to turn in an assignment on time, it will be graded at 50% of the total score.

Absent on day of assessment – If you are not present when an assessment is distributed you can't make up the assignment and it will be your assignment to be used as your lowest score assessment. .

Accommodations for Students with Disabilities – *Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by email: linda.bennett@slcc.edu*

Classroom Rules

1. Personal comments can often be an important part of the learning process and can lead to valuable personal insight. Any personal comments made in

class will be **respected**, will be held in confidence by students and should not be repeated outside of the classroom.

2. Self-disclosure that is not applicable to the specific discussion is inappropriate in an educational setting and is discouraged by the instructor.
3. All feelings and opinions are valid, even negative ones. Although these feelings will differ from person to person, feelings and opinions will be respected.
4. Tardiness is disruptive to the learning process for both teacher and students. Punctuality highly valued to ensure that the educational process will be maximized.
5. Ringing cell phones, beeping pagers, and text messaging is not permissible during class. Please be respectful of myself and others and turn off all your communicative devices.

Grading

| | |
|---|------------|
| 1 Ethnographies (27 points) | 27 |
| 1 Eco Map (27 points) | 27 |
| 1 Multicultural Competence In-Class Exercise | 27 |
| 3 Biological and Psychosocial assessment (27points) | 81 |
| Group Presentation | 50 |
| Final Examination | 50 |
| Participation | <u>15</u> |
| | 277 |
| Subtract lowest assessment assignment | <u>-27</u> |
| Total: | 250 |

Grading Scale:

| | | |
|--------------|--------------|-----------------|
| 235 - 250 A | 193 – 199 C+ | 150 -157 D- |
| 225 - 234 A- | 183 - 192 C | 149 and below E |
| 218 - 224 B+ | 175 - 182 C- | |
| 208 - 217 B | 168 - 174 D+ | |
| 200 - 207 B- | 158 - 167 D | |

COURSE OUTLINE

AUG 22 – Review of Syllabi and Introduction of Multi-Dimensional Framework

AUG 27 and AUG 29 – Biological Dimension – Text – Chapter 2

SEPT. 3 and SEPT. 5 – Psychological Dimension – Text – Chapter 3

SEPT. 10 – Social Dimension – Text – Chapter 4

SEPT. 12 – Presentation/Postpartum Depression

SEPT. 17 – Pregnancy –Text – Chapter 5

SEPT. 19 – Infancy – Text – Chapter 6

SEPT. 24 – Infancy Case Study Review

SEPT. 26 – Infancy Presentation

OCT. 1 – Early Childhood - Text – Chapter 7

OCT. 3 – Biopsychosocial Assessment Assignment

OCT. 8 – Class Presentations

OCT. 10 – Middle Childhood- Text – Chapter 8

OCT. 15 – Case Study and Family Assessment

OCT. 17 – **FALL BREAK**

OCT. 22 – Adolescence/Review Ethnography Assignment due Oct. 29 - Text – Chapter 9

OCT. 24 – Outside Class Activity

OCT. 29 – Class Presentation

OCT. 31 – Young Adulthood -Text – Chapter 10

NOV 5 – Class Presentation

NOV 7 – Biopsychosocial Assessment Assignment (Outside Class Activity)

NOV 12 – Middle Adulthood - Text – Chapter 11

NOV.14 – Guest Speaker

NOV. 19 – Movie/Eco-Map Exercise due Nov. 26

NOV. 21– Class Presentation

NOV 26 – Late Adulthood –Text- Chapter 12

NOV 28 – **THANKSGIVING BREAK**

DEC 3 – Class Presentation

DEC 5 –Multicultural In-Class Assignment/Take Home Final

TAKE HOME FINAL