

**Department of Social Work**  
**Salt Lake Community College**  
**Human Behavior in the Social Environment**  
**Spring 2014**

**SW 2100**

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Required Text:        Human Behavior in the Social Environment  
                              A Multidimensional Perspective  
                              4<sup>th</sup> Edition  
                              Jose B. Ashford    Craig Winston LeCroy

**Course Description:**

This introductory level course will give students a clear understanding of the biopsychosocial model. As students understand the interdependence of the HBSE multi-dimensional approach examined in the course, students will clearly understand the complexity of assessment and treatment plan development and goal setting. This course will focus on looking at the whole individual from birth to death, thus a life span perspective will be the approach.

**Course objectives/Student learning outcomes:**

- A. Students will clearly understand the biopsychosocial approach to understanding human behavior
- B. Students will clearly understand the direct influence of biological, sociological and psychological factors both independently and together as a system in their influence of human behavior.
- C. Students will understand the benefits of assessment from an integrative model by recognizing the individuals biopsychosocial strengths and weaknesses.
- D. Students will clearly understand the various stages of biopsychosocial development and the different treatment needs through the various stages of the individuals life span.
- E. Students will understand the complexity of assessment, treatment planning and ongoing treatment of individuals.

- F. Students will demonstrate their ability to think critically by including specific theoretical principles from the HBSE's multidimensional approach into applied concepts in their written evaluations.
- G. Students will be prepared to succeed upon transferring to 4 year institutions in the sequence of HBSE courses.

**Class format:**

Social Work is a profession requiring involvement, discussion, discovery, empathy and self awareness. This course will be conducted in a seminar fashion, with a high degree of involvement from students. As students you will be facilitated to risk your ideas, opinions and perceptions of the various issues addressed in the text book and will be encouraged to respectfully dialog with each other on the material being discussed. Privacy and confidentiality will be upheld at all times, meaning **that under no circumstance will students personal information be allowed in class.**

Students are expected to read the assigned material in advance to prepare for class discussion. This preparation is essential to the enrichment of the course, without such preparation discussion and therefore diversity of thought will be limited as will learning.

Please be prompt to class, being late is disruptive and disrespectful. No cell phones or texting will be allowed in class, you are training to be professionals, if you must respond to an emergency that is understandable, however social calls or texting will not be allowed.

It is understood some of you may take notes on your computer, please refrain from checking your e-mail, facebook or other sites.

**Student Code of Conduct:** Students are expected to follow the SLCC student code of conduct found at:

[www.slcc.edu/policies/docs/stdtcode.pdf](http://www.slcc.edu/policies/docs/stdtcode.pdf)

**Students with Disabilities:**

**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](mailto:linda.bennett@slcc.edu)

**Evaluation:**

There will be four essays through the semester. Your first three essays will be a minimum of **five pages** in length and the final essay will be a minimum of **eight pages** in length. Details of essays will be discussed in class. Your first three essays will be worth 20 points each and your final will be worth 40 points. Late work will **not be accepted** and there is no extra credit. Your essays are due at the next day of class after they are assigned. Your essays will be returned to you with feedback.

**Grading Scale:**

A	94—100	C+	77—79	D-	60--62
A-	90—93	C	73—76	E	59 or less
B+	87—89	C-	70--72		
B	83—86	D+	67--69		
B-	80—82	D	63--66		

<b>Criteria</b>	<b>Insufficient</b> significant revisions needed	<b>Emerging</b> need for revision did not really address the question directly, jumped around	<b>Effective</b> while it showed some understanding of the topic it lacked enough theoretical concepts, mostly personal opinions	<b>Strong</b> shows understanding of topic, solid blend of theory and personal thoughts , creating and analysis of the topic
<b>Structure</b>	Structure is unclear, thesis is weak or non-existent. Flow of topic through the essay is scattered, it lacks focus.	Structure is generally unclear, often wanders or jumps around. Thought through the discussion are incomplete, thus introducing various discussion points without depth or theoretical grounding.	Structure of the essay contains topic through the discussion, however it is based mostly on personal opinion lacking HBSE theoretical principles	Structure contains clear understanding of the topic as evidenced of the inclusion of HBSE theory, personal opinion, followed by an integrative analysis of the topic.
<b>HBSE Theory</b>	The student hardly uses HBSE theory and principles in the essay. Mostly personal opinions without empirical support.	The student uses HBSE concepts sporadically, addresses the topic only in general terms. Is not able to develop a clear discussion of the multidiscipline approach of HBSE to the topic	The student includes major HBSE principles in their discussion, however the discussion of HBSE principles is purely theoretical and does include proper application to the topic.	The student is able to blend theory and their opinion into a balanced analysis of the topic as evidenced by the clear inclusion of the multi-dimensional approach of HBSE .
<b>Discussion Analysis</b>	Discussion is mostly un supported personal opinions of the topic, has little if any HBSE theory included	Unclear and scattered discussion of the topic with minimal HBSE theory included as part of discussion. There are several topics included in writing with no clear direction.	Topic is discussed with some HBSE theory included; analysis is not clearly balanced and leans towards personal opinions.	Topic is thoroughly discussed with a balance of personal opinions well grounded in HBSE theoretical principles. Uses clear examples to further cement the discussion.
<b>Grammar/ Spelling</b>	Numerous errors in spelling,	Moderate errors in spelling, punctuation,	Some errors in spelling, punctuation,	No errors in spelling, punctuation,

	punctuation, capitalization, grammar and paragraphing . Does not allow for discussion to flow	capitalization, grammar and paragraphing. Moderate disruptions to the flow of the discussion.	capitalization, grammar and paragraphing. Minimal disruptions to the flow of the discussion.	capitalization, grammar and paragraphing. No disruptions to the flow of the discussion.
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