Human Behavior in the Social Environment: The Life Course
SWK 125B

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Office Hours:
Friday
8:00 to 8:45 AM or by appointment

COURSE DESCRIPTION
This course examines growth and development with special focus on lifespan from birth through old age in the context of family, community, complex organizations, and society. With technological, economic, political and ecological systems rapidly changing, the course will also examine the effects on the interplay between human life and the environment.

COURSE OBJECTIVES
This course builds upon and extends the Liberal Arts Perspective as well as the SWRK 125A curriculum. Upon completion of this course, the student will be able to:

1. Describe human behavior and functioning from a life course perspective and describe the usefulness of this approach to social work practice with individuals, families, groups, organizations and communities.
2. Describe the following social systems as separate entities and in dynamic interaction with each other: the individual, family, small group, community, organization and community.
3. Apply the major theoretical approaches (learned in 125A) to the life course of conception to adulthood. Critically analyze these approaches by listing their strengths and limitations.
4. In the life course of conception through very late adulthood, describe significant biological, psychological, social and cultural conditions.
5. Explore and identify your values and ideas about human functioning and social conditions. Be aware of how your upbringing and experiences filter how you understand the course material. Become aware of how your development follows or strays from the content emphasized in the course.
6. Describe how negative environmental conditions (i.e., poverty, unsafe neighborhoods, and deteriorated schools) and social attitudes and behaviors (i.e., racism, sexism, homophobia, social exclusion, social stigma, and violence/abuse) impair human development.
7. Apply social work values and ethics to human behavior in the social environment theory and information.
CSWE Competencies & the SWRK 125B Course Objectives

<table>
<thead>
<tr>
<th>Most Relevant Competencies</th>
<th>Course Objectives</th>
<th>Course Assignments Assessing Competencies</th>
</tr>
</thead>
</table>
| Competency 1 Demonstrate Ethical & Professional Behavior | 5, 7 | • Midterm Exam: self-exploration essay question related to sexism, racial, homophobia, etc.  
• Theory Paper: values clarification section  
• Final Exam: self-exploration essay question  
• Student participation: dyad/small group work as well as large class discussion inviting students to consider their biases, values, etc. |
| Competency 2 Engage Diversity and Difference in Practice | 1, 2, 6 | • Midterm Exam: self-exploration question  
• Theory Paper: values clarification section  
• Final Exam: self-exploration essay question  
• Class participation: dyad/small group work as well as large class discussion inviting students to consider their biases, values, etc. |
| Competency 3 Advance Human Rights & Social, Economic & Environmental Justice | 1, 2, 3, 4, 6 | • HBSE lectures on social injustice, ism-inequalities, etc.  
• Midterm Exam: multiple choice and short answer questions regarding social conditions |
| Competency 4 Engage in Practice-Informed Research & Research Informed Practice | 3 | • Midterm Exam: multiple choice and short answer questions regarding HBSE research  
• Final Exam: multiple choice and short answer questions regarding HBSE research |
| Competency 5 Engage in Policy Practice | 1, 2, 6 | • Midterm Exam: multiple choice and short answer questions on policies that promote and prevent social justice  
• Final Exam: multiple choice and short answer questions on policies that promote and prevent social justice  
• Quiz questions |
| Competency 7 Assess Individuals, Families, Groups, Organizations & Communities | 1, 2, 4, 6 | • Quiz, Midterm and Final exam content that requires knowledge regarding multidimensional (biopsychosocial) approach  
• Paper which requires assessment of a case |

Source: Final 2015 Educational Policy (CSWE, 2015)

COURSE FORMAT

Class sessions are conducted on a lecture - discussion basis. Both small group discussions and classroom discussions are regular features. Audio-visual materials supplement lectures. Lectures are given via power point slides and these will be made available the day before the lecture on Canvas.

COURSE REQUIREMENTS

1. **My Open Door Policy 😊**: Knowledge of the material in this course is your lifeline to good, quality social work and I want it to be as fun, understandable and interesting as possible. If you have a question, concern, or suggestion, please do not hesitate to talk to me, or email me.

2. **SacCT & Technical Assistance**: This course has a Canvas site that students are required to access as part of the course. For SacCT support, call 278-7337 or go to the Academic Info Resource Center (AIRC) Building (M-F 7am-5pm; Sat & Sun 10am-4pm).

3. **Participation**: Attendance is key to participation. Missing more than 3 classes will result in an automatic 10 points taken off the final class score. Special consideration will be considered in extreme circumstances.

4. **Consistent Lateness 😞**: Be aware that this course is about professional behavior. Being late should be a rare occurrence. If you are consistently late (i.e., you have a pattern of being late) you will not receive credit for any class session where you show up after the class has begun.

5. **Classroom Preparation and Participation 😊**: Students need to be prepared to participate in
discussions and in oral and written exercises. The instructor will expect classroom participation and
discussion regarding readings, case material, integration of field experiences, and other activities as they
pertain to classroom feedback and interaction. A student’s participation grade will be decreased if the
student is not participating and/or responding to classroom discussion.

6. **No Makeup Quizzes or Exams** 😊: You cannot “make-up” the quizzes or exams. If you are not taking
the exam at the date/time it is being given, please contact me as soon as possible (email is best).

7. **No Re-Writes for Paper**: Be careful to follow the guidelines for the paper because you don’t have the
option of redoing/rewriting it. I recommend visiting the Division of Social Work Writing Tutor to get
help with your APA citation and your grammar/punctuation. I can review your paper before the due
date to give you some suggestions or let you know if you are “on track.”

8. **Late Paper**: There is a point deduction (1 point per day) for a late paper. Consideration will be made
for extenuating circumstances.

9. **Your Writing**: Serious deficiencies in areas such as spelling, punctuation, sentence structure, and
coherent organization will result in lowered grades. If you are concerned about the quality of your
writing and would like some assistance, see below (Division of Social Work Writing Tutor + University
Writing Center).

10. **Writing Tutor, Division of Social Work**: The Division offers free all-day writing help on
most days. Call the Division at 278-6943 for exact times and location. You can drop-in or schedule an
appointment.

11. **Writing Assistance, Sac State**: For free, one-on-one help with writing in any class, visit the
University Writing Center in Calaveras 128. The Writing Center can help you at any stage in your
reading and writing processes: coming up with a topic, developing and organizing a draft, understanding
difficult texts, or developing strategies to become a better editor. To make an appointment or a series of
appointments, visit the Writing Center in CLV 128 or call 278-6356. For current Writing Center hours
and more information, visit the Writing Center website at www.csus.edu/writingcenter.

12. **Final Exam**: The final exam is offered during final’s week. The exam will not be offered earlier than
this time and date.

13. **Respondus Lockdown Browser for Quizzes/Exams**: Students need to install a security feature called
“Respondus Lockdown Brower” for all six quizzes, the midterm and the exam. See the Sac CT home
page section called “Respondus Lockdown Browser” for instructions. In the past, some students have
had problems with installation and have needed technical support. A few could not get it onto their
computers and have needed to take quizzes on campus computers. Please approach this task early so
that you don’t discover last minute technical problems.

14. **Plagiarism and Cheating**: It is unethical and illegal to plagiarize (i.e., to copy the words and thoughts
of others without citing the author as the source). Similarly, it is unethical to copy someone else’s
answers for a test or paper. Please be aware that I will watch for this and will take appropriate
university-sanctioned action if necessary. *Students have failed classes by plagiarizing other authors’ or
other students’ work.*

15. **Ethical Practice**: As developing social work professionals, it is expected you will adhere to the NASW
Code of Ethics. This code for professional behavior should guide your actions in class. Ethical
violations (e.g., disrespect for colleagues) may result in failure of this course, particularly if the instructor has previously advised a student of the violation(s). Classroom dynamics must be safe, appropriate, relevant and respectful of diversity, opinion and experience.

16. The University’s Policy on Incomplete Grades: A grade of “incomplete” may be assigned only in cases of illness, accident or other occurrences clearly beyond the student’s control. Incomplete grades are not automatically given. It is the student’s responsibility to fulfill the University’s and/or Division’s policies and procedures for obtaining an incomplete.

17. Students with Special Learning Needs: The Americans with Disabilities Act of 1990 (ADA) provides protection from discrimination for qualified individuals with disabilities. Students with a disability, who require assistance, will need to contact the Office of Services to Students with Disabilities (SSWD) for coordination of academic accommodations. The SSWD is located in Lassen Hall, Room 1008. Their phone number is 916-278-6955 (voice) or 916-278-7239 (TDD).

REQUIRED BOOKS AND READINGS
SacCT Readings: There are chapters and articles posted on Canvas in “Weekly Schedule.”


For the students that already have the following book no need to purchase the book above:


COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Due Dates</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation &amp; Knowledge of Reading</td>
<td>10</td>
<td>Ongoing</td>
<td>In Class</td>
</tr>
<tr>
<td>Four Online Quizzes 10 points each</td>
<td>40</td>
<td></td>
<td>Quizzes - Canvas</td>
</tr>
<tr>
<td>*There is no makeup for these. Don’t wait until the last minute to take these quizzes in case you have problems accessing the quiz.</td>
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</tr>
<tr>
<td>1 Quiz</td>
<td>Due</td>
<td>Focus</td>
<td>LOCATION</td>
</tr>
<tr>
<td>1</td>
<td>2/8</td>
<td>Chapter 10 “In Virtual” article</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2/22</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4/5</td>
<td>Chapter 14 &amp; Mastery chapters</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4/19</td>
<td>Chapter 15</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam Take in Computer Lab</td>
<td>60</td>
<td>Monday March 15</td>
<td>Sac CT - Midterm Location: TBA</td>
</tr>
<tr>
<td>*There is no makeup for this exam.</td>
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<td></td>
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</tr>
<tr>
<td>Life History Paper</td>
<td>80</td>
<td>(submit by 11:59 pm)</td>
<td>Submit through Canvas</td>
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</tbody>
</table>
IN-CLASS PARTICIPATION & KNOWLEDGE OF READING
Participating in class means that you come on time and you talk in a relevant fashion (about the lectures, discussions, readings, etc.) and that you listen and give feedback to your colleagues. It means that you “attend” to the class discussions and participate in your small group discussions. Check out the following criteria for how I will assess your participation.

**Criteria for Evaluating Participation**

*Added points for excellent attendance.

**Outstanding Participation:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly. **9-10 points***

**Good Participation:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. **8-9 points***

**Adequate Participation:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat. **7-8 points***

**Non-Participation:** This person says little or nothing in small group or large classroom discussion. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. **6-7 points***

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved. **5-6 points***

**ON-LINE QUIZZES**
These quizzes will feature multiple choice, true-false questions and a few short answer “essay questions.” They are based on the reading (textbook and articles) that is due for that week.
Quizzes can be accessed from Canvas. You can only take an exam within the specified time frame. Be sure to pay close attention to deadlines—there are no makeup quizzes. When a quiz or exam becomes available, the link will become active and you can then begin the exam. Make sure to save your answers as you take the quiz.

MIDTERM AND FINAL EXAM
These exams will be similar to the quizzes but will vary in length and will include essay questions. They will be taken in a campus computer lab through Canvas. They will cover every part of the course: the readings (Hutchinson textbook, book by Wes Moore, articles and any reading assigned for class), the lectures, the guest lectures, the videos, the class exercises and discussions. The essays will be graded on how well you demonstrate your mastery of the content. I am available to meet with students prior to every exam if further assistance is needed to understand the class material and the nature of the exam.

LIFE HISTORY PAPER
See Canvas for assignment details and grading rubric. Submit paper via Turnitin.

Turnitin:
Consistent with Sacramento State’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, Professor Weber is using a tool called Turnitin to compare your work with multiple sources. The tool compares students’ work with an extensive database of prior publications and papers, providing links to possible matches and a ‘similarity score’. The tool does not determine whether plagiarism has occurred or not. Instead, I have to do a complete check using this tool.

How to submit paper:
2. Click on “Enrolling in a class” under Student Resources.
   -Class ID: to be announced
   -Enrollment Password: to be announced

Students MUST submit all papers to Turnitin. Submit without identifying information included in the paper (e.g. name or student number). The system will automatically show this information to me when viewing the submission. Student submissions will be retained in the global Turnitin repository.

Typically, papers submitted to Turnitin are checked within minutes; however, at high volume times such as midterm and final exam periods, submissions may take several hours to be checked. Please allow yourself sufficient time to make any necessary changes to your paper.

For assistance with the Turnitin program, contact the Turnitin Help Center:

WEEKLY SCHEDULE
A Weekly Schedule is presented below as well as on Canvas. This schedule, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Canvas email.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Introduction, Course Review, An introduction to the life course perspective.</td>
<td>Hutchinson, Chapter 1/10</td>
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</tbody>
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Check SacCT “Weekly Schedule” to Find Readings and get updated Announcements about Class

Subject to Change at the Instructor’s Discretion or as Academic Requirements Demand
| WEEK 2 Jan 31 | Conception, Pregnancy and Childbirth | Hutchinson, Chapter 2/10 | The first quiz is due next Tuesday before class. There are no makeup quizzes. |
| WEEK 3 Feb 8 | Infancy and Toddlerhood | Hutchinson, Chapter 3/11 -Chapters on Erikson & Piaget | Quiz 1: on Chapter 3/10 Due: Thursday, Date, 8:00AM |
| WEEK 4 Feb 15 | Early Childhood | Hutchinson, Chapter 4/12 | Begin to study for midterm exam 🎉 -Bring Child Abuse Report Form |
| WEEK 5 Feb 22 | Middle Childhood | Hutchinson, Chapter 5/13 | Quiz 2: on Chapter 11 Due: Thurs , 8:00AM |
| WEEK 6 March 1 | The Other Wes Moore & Adolescence | Book: The Other Wes Moore | Due Thurs Date: Discussion Questions “The Other Wes Moore” |
| WEEK 7 March 8 | Adolescence | Hutchinson, Chapter 6/14 | |
| WEEK 8 March 15 | Midterm Review + Exam | None | Midterm Exam Location: TBA |
| WEEK 9 Spring break 3/22 March 29 | Young Adulthood | Hutchinson, Chapter 7/15 | |
| WEEK 10 April 5 | Young Adulthood cont. | Hutchinson, Chapter 7/15 | Quiz 3: on Chapter 7/14 Due: Thurs 8:00AM |
| WEEK 11 April 12 | Middle Adulthood | Hutchinson, Chapter 8/15 | |
| WEEK 12 April 19 | Late Adulthood | Hutchinson, Chapter 9/16 | Quiz 4: on Chapter 9/15 Due: Thursday 8:00AM |
| WEEK 13 April 26 | How to Say It to Seniors: Closing the Communication Gap with Our Elders | Book: How to Say It to Seniors | |
| WEEK 14: May 3 | VERY Late Adulthood | Hutchinson, Chapter 10/16 | -Bring Elder Abuse Report Form posted |
| WEEK 15 May 10 | Final Exam Review | None | |
| Finals Week: May 17 | Final Exam | | Final Exam Location: TBA Date, Time |