

Spring 2023

Meeting days: MWF	Kevin F. Modesto, MATS, MSW, Ph.D.
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Meeting location: Rohr Hall 111	E-mail: kmodesto@pointloma.edu
Final Exam: Monday, May 5, 2023, 10:30 AM to 1:00 PM	Office location and hours: Rohr Hall #105 MWF 11:00 to 12:00; T-Th 10-10:30AM or by appointment
Additional info:	Additional info:

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1]

COURSE DESCRIPTION

Human Behavior and the Social Environment seeks to expose students to theories, knowledge, and content of human development across the life-span. Particular attention will be paid to the bio-psycho-social-spiritual development. Human development will be considered from the systems perspective, with emphasis on factors that promote or deter health and well-being among individuals, families, and groups.

COURSE LEARNING OUTCOMES

By the end of the course, you should be able to do the following tasks. Statements in italics are from the Council of Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS):

1. Comp. 1.2 *Understand the value base of the professional and ethical standards; make ethical decisions; utilize self reflection and professional use of self in managing personal values and contexts.* Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
2. Comp. 1.3 *Understand the value base of the professional and ethical standards; make ethical decisions; utilize self reflection and professional use of self in managing personal values and contexts.* Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
3. Comp. 2.6 *Understand how diversity and difference shape the human experience and are critical in formation of identity. Understand the mechanisms of oppression, power and privilege.* Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
4. Comp. 2.6 *Understand how diversity and difference shape the human experience and are critical in formation of identity. Understand the mechanisms of oppression, power and privilege.* Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
5. Comp. 4.12 *Understand quantitative and qualitative research methods. Apply principles of logic and scientific inquiry. Translate research findings into knowledge for effective practice. Apply critical thinking to research methods and data.* Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
6. Comp. 4.13 *Understand quantitative and qualitative research methods. Apply principles of logic and scientific inquiry. Translate research findings into knowledge for effective practice. Apply critical thinking to research methods and data.* Use and translate research evidence to inform and improve practice, policy, and service delivery.
7. Comp. 6.17 *Engage with Individuals, Families, Groups, Organizations, and Communities.* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
8. Comp. 6.19 *Engage with Individuals, Families, Groups, Organizations, and Communities.* Demonstrate ability to collect, organize, and apply critical thinking to information from clients and constituencies.
9. Comp. 7.19 *Understand assessment is an ongoing component of the helping process; apply knowledge and tools to critically analyze to support diverse clients and constituencies. Value inter-professional collaboration in understanding the larger.* Demonstrate ability to collect, organize, and apply critical thinking to information from clients and constituencies.
10. Comp. 7.23 *Understand assessment is an ongoing component of the helping process; apply knowledge and tools to critically analyze to support diverse clients and constituencies. Value inter-professional collaboration in understanding the larger.* Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
11. Comp. 9.28 *Understand evaluation as an ongoing process. Recognize the importance of evaluation to advance effectiveness. Apply tools for evaluation of practice, including self evaluation.* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
12. Comp. 10.32 *Demonstrate a practical understanding of the integration of faith and profession.* Christians who are professional social workers are able to describe and model servant leadership.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE SCHEDULE AND ASSIGNMENTS

1. Attendance and Respectful Class Participation (10 points): (See attendance section below for how excessive absences affect your grade.) To earn full points for discussion participation, you must be present for the full discussion, come prepared to hand in the assignments at the beginning of class, and engage in class dialogue. Your regular attendance and participation in the discussion sessions and in classroom activities is critical to the success of the class. You should plan to attend class and have read the material and be prepared to discuss, debate, and develop thoughts each class session. *Attendance alone does not equal participation. Distracting behaviors like excessive side conversations, rudeness to the class members and/or professor, working on tasks unrelated to the current class discussion, or texting will not be tolerated due to their lack of respect.*
2. Personal Milestones Paper (15 points): This paper will focus on the major people, events, and influences that have shaped your life. Key questions to consider are who most influenced you? How does your environment, your social context, influence how you think and act? Why were the events you selected milestones? The goal is to provide time for you to critically assess how you have become the person you are and how this will influence your work. The paper should not exceed 10 doubled spaced pages, using a 12-point font. Page borders must not be less than 1 inch. All reference must be in the format of the American Psychological Association.
3. Weekly Journal Article Critiques (15 points): A goal of the course is to expose you to the major debates in social work and related disciplines. The best new and emerging information is found in the major scholarly journals. Each week you will be expected to identify read and summarize one journal article related to the course content for the week. You will select an article from a respected, scholarly journal relating to your assigned chapter. You will write a brief summary not to exceed 250 words. You are encouraged to discuss journals and articles with the instructor if needed. Be prepared to discuss them. Each submission is worth 2 points. **Due by 9:00 AM every Friday of the semester.**

To find an article, go to the library or to an electronic reference database and review journal articles that have been published within the last 5 years. Select an article that peaks your curiosity and relates to your assigned chapter. Here are a few links to that might be helpful: [Social Work Journal Rankings](#), [NYU's School of Social Work Journal Rankings](#), [Campbell Collaboration](#), [Cochrane Collaboration](#).

Include: An APA-6th-edition citation and a 250-word summary of the article. Your answers should be in complete sentences. Consider the questions below as you analyze each article.

Analyze the article and answer the following questions in your outline:

1. How are the authors building a theory or doing historical work?
2. Who is the audience? (The journal should tell you this; it may require you to do further research at the library or on the web).
3. What theories are the foundation of their work? Name the theory.
4. What is the hypothesis of the study?
5. What are the key independent and dependent variables?
6. How do the researchers define the variables they are researching?
7. Is it a qualitative or quantitative study? How? Give an example.
8. How do the authors go about answering the questions they are asking?
9. Where did the authors get their study sample? How many people are in their sample? Did people drop out of the sample, and do they try to hide this at all?
10. Assess the tables, figures and charts. How do they support the analysis?
11. Does the logic and constructs make sense? Why?
12. Were there any obvious biases in the authors' reasoning? Give an example.
13. What were the findings? How do they support the hypothesis?

14. How can the articles' findings be built on by future researchers?
 15. How do the conclusions make sense for practice and theory by practitioners, social workers etc.?
 16. What are the articles' strengths and weaknesses?
 17. How does the article relate to the class?
 18. What did you think about the findings? Did they change your thinking?
4. Mid-term exam (15 points): Consisting of multiple choice, essay, and short answer questions.
 5. Weekly Wellness (15 points): Self-care is vital for long term success in social work practice. Every week you are responsible to do something to take care of yourself. Due by 9:00 AM every Friday of the semester.
 6. Off-Site Practical Application Required (10 points): This course includes practical application and exposure human behavior in the environment. Through the PLNU ministry system, you will participate in off-site experiences for at least 3 hours, volunteering with children/teenagers and older adults. Reactions must be posted on Canvas and will be discussed in class. **Due on week after the event.**
 7. Social History Paper (20 points): A goal of the course is to encourage the application of social history paper.
Focus Competencies on Practice Behaviors:
 - I. EP 2.1.3c - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
 - II. EP 2.1.4c - Recognize and communicate their understanding of the importance of difference in shaping life experiences
 - III. EP 2.1.7a - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
 - IV. EP 2.1.10a - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
 - V. EP 2.1.10b - Use empathy and other interpersonal skills
 - VI. EP 2.1.10d - Collect, organize, and interpret client data
 - VII. EP 2.1.10e - Assess client strengths and limitations
 - A. Brief Description Life History Interview: You will select and interview an individual while following an outline that indicates the information you need to solicit. The information reflects the types of information typically gathered by social workers in practice when doing a social history. Social histories reflect the important aspects of an individual's development and help social workers assess the nature of a client's problems.
 - a. Objectives: This exercise will enable you to:
 - i. Identify those aspects of human development that are important in shaping an individual's life situation and issues.
 - ii. Recognize the complexity and necessity of assessment in social work practice.
 - iii. Experience the process of interviewing and recognize the need to develop interviewing skills.
 - b. Procedure:
Choose a person over 65 years old to interview. This could be a friend, a relative, or an acquaintance. Describe this assignment to the person, and ask the person for permission (informed consent) to do the interview. Feel free to show the person these guidelines or your proposed outline ahead of time. Make it clear that his or her real name will not be used and that the information will be kept confidential.

In practice, a social history involves "an in-depth description and assessment of the current and past client situation, often included in the case records and medical records of client" (Baker, 2003, p. 404). The purpose is not to learn every intimate detail of the client's personal life but rather to gain a

generalized understanding of what a client’s life is like in addition to gaining more specific information related to the client’s problem.

The Social History Outline developed for this assignment is not a complete social history but only portions of one. There are no sections that relate to problems or to recommendations. This assignment does not focus on a client’s problem, because you have neither client nor problem to work with. However, this assignment is designed to give you a chance to interview someone, obtain development and social information, and summarize this information in an organized, informative manner.

c. One requirement of the assignment is to go the library and do some related research on interviewing techniques. Look for information on what is involved in interviewing and how to do it. Summarize the research and information you reviewed and include it in the “Research Applications” section of the paper. Apply this research and information to your own interview where possible. For example, which techniques did you find useful or could you have used? How were they, or might have been, helpful in your interview situation? Include a brief reference page of these sources at the end of the paper.

d. Write:

Write a paper that summarizes the information you’ve gathered. The paper should be typewritten, double-spaced, and eight to 12 pages in length. Use an outline form for topic headings followed by a narrative presentation of information for each heading. Make sure each underlined topic heading is included in your paper. This paper should be in APA 6th edition format with a title page, abstract, main body (in the form of the outline), and a reference page.

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
January 10	Introduction to Human Behavior in the Social Environment	
January 11	Introduction to Human Behavior in the Social Environment	Read: Zastrow and Kirst-Ashman Chapter 1
January 13	Systems Theory	Chapter 1 Classroom Notes on Systems Theory
January 16	MLK Day No Class	Listen : MLK’s Christmas Sermon from 1967
January 18	Systems Theory Cont’d	Find an item from the news and bring to class be ready to identify systems terms and themes
January 20	Strengths Based Practice	Saleeby Strengths article
January 23	Assets Based Development	McKnight and Kretzmann Develop an assets map for a community
January 25	Community Change	Personal Milestones due
January 27	Normal Development	
January 30	Biology and infancy and childhood	Chapter 2 Inside the Human Body
February 1	Biology – Debate -- Abortion	
February 3	Biology – Debate – Infertility issues	
February 6	Psychology and infancy and childhood	Chapter 3 Freud’ conceptions and Theory evaluation
February 8	Psychology and infancy and childhood	Self-theories -- Carl Rogers
February 10	Psychology and infancy and childhood	Feminist perspectives

February 13	Psychology and infancy and childhood	Cognitive Development – Piaget and Vygotsky
February 15	Psychology and infancy and childhood	Emotional Development, Attachment and bonding
February 17	Psychology and infancy and childhood	Intelligence and Learning Disabilities
February 20	Social Systems and infancy and childhood	Chapter 4 Families
February 22	Social Systems and infancy and childhood	Conditioning and reinforcement
February 24	Social Systems and infancy and childhood	Socialization and Play
February 27	Social Systems and infancy and childhood	Child abuse and maltreatment
March 1		
March 3	Mid-Term	No Class
March 6-10	Spring Break!	
March 13	Ethnocentrism and Racism	Chapter 5 White Privilege
March 15	Ethnocentrism and Racism	Cultural Competence
March 17	Biology and adolescence and young adulthood	Chapter 6 Inside the Human Body 39:07
March 20	Psychology and adolescence and young adulthood	Chapter 7 Identity Formation
March 22	Psychology and adolescence and young adulthood	Moral Development What Science Says about the Age of Accountability
March 24	Psychology and adolescence and young adulthood	Suicide
March 27	Gender Roles and Sexism	Chapter 9
March 29	Gender Roles and Sexism	
March 31	Social Systems and adolescence and young adulthood	Chapter 8 Noel Anaya's Story
April 3	Biology in middle adulthood	Chapter 10
April 5	Psychology in middle adulthood	Chapter 11 Choice Theory
April 6-10	Easter Break	No Class
April 12	Psychology in middle adulthood	Motivational Interviewing
April 14	Social Systems in middle adulthood	Chapter 12
April 17	Sexual Orientation	Chapter 13 https://www.youtube.com/watch?v=r1yT9apMepQ
April 19	Biology in later adulthood	Chapter 14
April 21	Psychology in later adulthood	Chapter 15
April 24	Leadership Styles	
April 25	Social Systems in later adulthood	Chapter 16
April 27	Death and Dying	Community Action Reflection Due April 28
May 5	Final Exam	Life History Presentation

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Zastrow, C., & Krist-Ashman, K. K. (2018). Understanding human behavior and the social environment (Ninth ed.). Belmont: Brooks/Cole.

Additional articles and chapters will be assigned by the professors and posted on the class web site.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.

<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

ASSESSMENT AND GRADING

<u>Assignment distribution by percentage:</u>	<u>Grade Scale:</u>
● Attendance/Participation - 10	A = 94-100
● Developmental Milestones - 15	A- = 90-93
● Weekly journal article - 15	B+ = 87-89
● Weekly Wellness - 15	B = 84-86
● Mid-term Exam – 15	B- = 80-83
● Off-Site Experiences – 10	C+ = 77-79
● Social History Paper - 20	C = 73-77
	C- = 70-72
	D = 60-69
	F = 0-59

Students are encouraged to speak with the instructor at any point about their grades. Any student with a grade below a C is highly encouraged to speak with the instructor.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.