STEPHEN F. AUSTIN STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK | BSW PROGRAM  
Class Meeting Time: Tuesday and Thursday: 9:30am-10:45am  
Class Location: School of Social Work, Room #204  

SOCW 3325.001 | Spring 2024  
Human Behavior and the Social Environment II  
Mohammad Mostafizur Khan  
Office: Social Work, Room # 116  
Phone: 936-468-2728  
Email: mohammad.khan@sfasu.edu  

Office Hours: Monday & Wednesday 10:00 am-1:00 pm, Tuesday & Thursday 08:30 am-09:30 am, & 11:00 am-12:00 pm, and by appointment.  

COURSE SYLLABUS  

I. COURSE DESCRIPTION  
Study of the dynamic interaction of people and their environments, and assessment of social functioning in regard to the interrelationship of people and environments. Emphasis on the concepts of crisis, coping, adaptation and the development of problems in social functioning societies, organizations and larger systems.  

Prerequisite Course(s): SOCW 2361, SOCW 2325  

II. COURSE OVERVIEW  
The purpose of this course is to present to students the second half of the human behavior content. In this portion, the focus moves from person in the family context developed in HBSE I to a broader range of transactions. The course emphasizes those interactions that take place between person/family systems and their larger environment. It also emphasizes the use of critical thinking in analyzing reciprocal relationships between human behavior and the social environment, with particular emphasis on interactions with groups and emphasis on organizations, and communities.  

This course builds on theories and knowledge of biological, sociological, cultural, psychological and spiritual development across the life span, introduced in HBSE I (SWK 225). The course utilizes the range of social systems in which people live and the ways social systems promote or deter people in maintaining or achieving health and well-being. 

The course examines social work values and ethics, rurality, racial and ethnic diversity, history and development of ethnic communities, current ethnic relationships, social class, gender, sexual orientation, oppression, and social justice issues as they relate to human behavior in these environments.  

III. COURSE CONTACT HOURS AND STUDY HOURS  
Studying the Human Behavior in the Social Environment (HBSE) – ‘advances knowledge to guide decisions about what social workers need to do and how they should do it. The comprehensive
knowledge base of human behavior serves as the glue that holds the multiple facets of social work practice together’ (CSWE).

**This is a 3-credit hour face-to-face course in the fall term.** Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.” So, for instance, a 3-credit hour face-to-face course in the fall term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week.

**IV. TEXT AND MATERIALS**

Required Text:

Recommended Text:

**V. CURRICULUM DESCRIPTION**

The BSW program at SFASU features a generalist perspective to social work practice, defined as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.
Briefly, generalist social work practice:
- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

VI. PROGRAM LEARNING OUTCOMES (PLO)

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess, Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Educational Policy and Accreditation Standards (EPAS, 2022) from the Council on Social Work Education.

VII. OBJECTIVES/ STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

Upon the completion of this course, students will be able to:

1. Examine the problems in living in interactions with groups and with specific emphasis on organizations, and communities (competency 6).
2. Incorporate concepts of ethical standards, laws and regulations and their impact on all levels of practice - mezzo and macro levels (competency 1).
3. Understand the intersectionality and aspects of diversity including but not limited to, age class, color, culture, disability/ability ethnicity, race, gender identity and all forms of difference (competency 2).
4. Discuss how personal and professional values as well as cognitive and affective reactions influence professional judgement and behavior (competency 1).
5. Express the importance and value of social work in working with inter-professional teams (competency 1)
6. Recognize the importance of life-long learning and continue to increase knowledge for effective social work practice (competency 1).
7. Understand knowledge of the numerous dimensions of diversity and difference that impact the human experience (competency 3).
8. Appreciate and utilize the theories of human need and social justice and strategies that promote human rights and social and economic justice globally (competency 3).
9. Incorporate knowledge that social workers engage diverse clients and constituencies, including groups, communities and organizations (competency 6).
10. Integrate knowledge of theories of human behavior and the social environment, and will be able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including, groups, organizations, and communities (competency 7).
11. Integrate knowledge of theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes (competency 8).
12. Engage in relationship-building and inter-professional collaboration to facilitate engagement with clients (competency 6).

VIII. INSTRUCTIONAL METHODS

This class is presented in a traditional face to face lecture format, although there is extensive student participation and discussion. In addition to the traditional face to face lecture format, some live stream classes will occur. Group exercises, video presentation, individual presentations and role-play may be utilized to facilitate student learning. There is extensive class discussion of the application of theory, values, and ethics to social problems encountered in small groups, organizations, and communities. Students are expected to participate in discussion and attend class on a regular basis. Students must also assume the responsibility for their own learning.

IX. COMPUTER REQUIREMENTS

This course will utilize Brightspace/D2L to support the delivery of course content (for help with Brightspace/D2L go to https://www.sfactl.com/student-support). You will need basic skills regarding the use of a word processor and web browser. Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

X. COURSE CALENDER

Please be advised that the reading schedule and class lectures may vary as some topics take longer to cover than others. Your attendance is important considering there may be changes to the schedule. Lectures may be supplemented periodically with videos or guest speakers to help students understand a more holistic perspective of human behavior and the human environment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Theme/ Topic, Readings, Assignments, Articles, Resources</th>
<th>Exams/ Assignments</th>
</tr>
</thead>
</table>
| Week 1 | **Course Introduction and Overview**  
**Core Competencies**  
**Chapter 1: Introduction**  
Human Behavior Theory and Practice in Social Work  
**Assignment Discussion** Assignment A, B, and C  
**Readings**: Dale & Smith (2013) Chapter 1  
**Resources/ articles/guidelines**: Please follow D2L | |
<p>| January 18 | | |
| Week 2 | Human Behavior Theory and Practice in Social Work (Dale &amp; Smith Chapter 1, cont.) | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Resources/ articles/ guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- The Nature of Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Social Systems Perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- General Systems Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Resources/ articles/ guidelines</strong>: Please follow D2L</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings</strong>: Dale &amp; Smith (2013) Chapter 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Resources/ articles/ guidelines</strong>: Please follow D2L</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>January 30 &amp; Feb. 01</td>
<td>Ecological Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Functional Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Symbolic Interactionism and Role Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings</strong>: Dale &amp; Smith (2013) Chapter 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Resources/ articles/ guidelines</strong>: Please follow D2L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Week 4</td>
<td>Social Systems and Social Work</td>
<td><em>Readings</em>: Dale &amp; Smith (2013) Chapter 3</td>
<td>Please follow D2L</td>
</tr>
<tr>
<td></td>
<td>February 06 &amp; 08</td>
<td>Social Systems in Generalist Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development of Social Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Systems Cycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Systems Features</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Systems Elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings</strong>: Dale &amp; Smith (2013) Chapter 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Resources/ articles/ guidelines</strong>: Please follow D2L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Week 5</td>
<td>Social Systems and Social Roles</td>
<td><em>Readings</em>: Dale &amp; Smith (2013) Chapter 4</td>
<td>Please follow D2L</td>
</tr>
<tr>
<td></td>
<td>February 13 &amp; 15</td>
<td>Systems Thinking, Role Theory, and Generalist Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major Role Concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roles as Social Structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role Dynamics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Role Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role Problem Resolution Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings</strong>: Dale &amp; Smith (2013) Chapter 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Resources/ articles/ guidelines</strong>: Please follow D2L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Week 6</td>
<td>Group Theories</td>
<td>Assignment A_ Thursday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>February 20 &amp; 22</td>
<td>Social Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collections, Categories, and the Social Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary and Secondary Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Natural and Rational Will</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formed versus Natural Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task versus Treatment Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Field Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exchange Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignment A_ Thursday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Resources/ articles/ guidelines</strong>: Please follow D2L</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 7 | February 27 & 29 | Group Theories (cont.)  
- Role Theory in Groups  
- Dimensions of Group Process  
- In-Groups and Out-Groups  
- Stages of Group Development  
- Group Therapeutic Factors  
- Group Leadership  

**Resources/ articles/ guidelines:** Please follow D2L |
|---|---|---|
| Week 8 | March 05 & 07 | Organizational Theories  
- Concepts: Gemeinschaft and Gesellschaft  
- Definition  
- Organization Theory and Practice  
- Authority  
- The Weberian Bureaucracy  
- The Human Relations Position  
- The Dialectic  
- Social Systems Theory: Emergence, Definitions for Organizations, Developmental Stages of Formal Organizations, and Total Quality Management  
- Theory X, Y, and Z  

**Readings:** Dale & Smith (2013) Chapter 11  
**Resources/ articles/ guidelines:** Please follow D2L |
| Week 9 | | Spring Break (March 09-16) |
| Week 10 | March 19 & 21 | The Community  
- Definitions  
- The Evolving Community  
- Traditional Geographic Community Theory  
- The Ecological Position  

**Readings:** Dale & Smith (2013) Chapter 12  
**Resources/ articles/ guidelines:** Please follow D2L |
| Week 11 | March 26 & 28 | The Community (cont.)  
- The Community Power Position  
- Community Power: The Elitist Position, The Pluralist Position  
- The Conflict Position  
- The Community Systems Cycle  
- Communities of Interest |
|---|---|---|---|---|
| Week 12 | Theories Applied to Addiction  
April 02 & 04  
|---|---|
|  | - Defining Addiction  
|  | - Measuring Addiction  
|  | - Toward a Theory of Addiction  
|  | - The Natural Mind  
|  | - The Psychiatric Model  
|  | - Existing Theories  
|  | - Assessing Addiction Theory and Treatment  
|  | - Effects of Intervention  
| Readings: | Dale & Smith (2013) Chapter 12  
| Resources/ articles/ guidelines: | Please follow D2L  
| Exam 2 | Thursday  

| Week 13 | Theories Applied to Addiction (cont.)  
April 09 & 11  
|---|---|
|  | Theories Applied to Violence  
|  | - Violence in Social Systems Perspective  
|  | - Ethology and Violence  
|  | - Violence as Social Deviance  
|  | - Violence as Crime  
|  | - Operant Learning and Violence  
|  | - Exchange Theory and Violence  
|  | - Social Learning and Violence  
|  | - Domestic Violence  
|  | - Bullying  
| Resources/ articles/ guidelines: | Please follow D2L  

| Week 14 | Theories Applied to Violence (cont.)  
April 16 & 18  
|---|---|
|  | Theories on Social Systems, Social Capital, and Diversity  
|  | - Culture Wars, Modernism, Post Modernism  
|  | - Cultural Diversity  
|  | - Social Systems Theory  
|  | - Social Capital  
|  | - Conflict and Consequences  
|  | - Conflict, Religion, and Diversity  
|  | - Ethics and Cultural Diversity  
| Readings: | Dale & Smith (2013) Chapter 15  
| Resources/ articles/ guidelines: | Please follow D2L  

XI. COURSE REQUIREMENTS:

A. **Class Attendance and Participation:** It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

   **Cell Phones/Pagers/Electronic Devices:** Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view during exams.

B. **Readings:** Each week contains required readings from the text. It also requires the student to read articles on reserve in the library. Copies of the reserve readings are to be found in the reserve section of the library. They can also be found in the journals referenced. You can copy the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether or not they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. **Exams:** Three (3) major application exams will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses (online), and guest presentations are subject to examination. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions.
The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at http://www.sfasu.edu/73.asp). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

D. **Quizzes:** A total of five (5) quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. The quizzes will be unannounced and may occur at anytime during the class period.

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor.

E. **Assignments:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments are to be typewritten (by typewriter or word processor) in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the *Publication Manual of the American Psychological Association* (6th ed.). Failure to meet these guidelines will result in loss of points. See the descriptions of Assignments for guidelines.

***Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

**XII. GRADING POLICY**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (including final)</td>
<td>3 @ 100 pts. each</td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>5 @ 10 pts. each</td>
</tr>
<tr>
<td>Class Attendance, activities, participation</td>
<td>= 50</td>
</tr>
<tr>
<td>Assignment A</td>
<td>Analysis of theory</td>
</tr>
<tr>
<td>Assignment B</td>
<td>Application of theory</td>
</tr>
<tr>
<td>Assignment C</td>
<td>Impact of G., O. and C. on Human Behavior</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>= 700</strong></td>
</tr>
</tbody>
</table>

**XIII. GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>630 – 700</td>
</tr>
<tr>
<td>B</td>
<td>560 – 629</td>
</tr>
<tr>
<td>C</td>
<td>490 – 559</td>
</tr>
<tr>
<td>D</td>
<td>419 – 489</td>
</tr>
</tbody>
</table>
XIV. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis.

Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. https://www.sfasu.edu/docs/policies/6.7.pdf

XV. ACADEMIC INTEGRITY (SFASU POLICY 4.1)

The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

XVI. WITHHELD GRADES SEMESTER GRADES POLICY (SFA POLICY 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

XVII. STUDENTS WITH DISABILITIES

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be
provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**XVIII. STUDENT WELLNESS AND WELL-BEING**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

www.sfasu.edu/deanofstudents

936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202

www.sfasu.edu/humanservices/139.asp

936.468.1041

**The Health and Wellness Hub** “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub

936.468.4008

thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
Syllabus_SOCW_3325_MK_Spring 2024

STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK | BSW PROGRAM

Class Days and Times: Tuesday and Thursday: 9:30am-10:45am
Class Location: School of Social Work, Room 204

SOCW 3325.001 | Fall 2023
Human Behavior and the Social Environment II

Mohammad Mostafizur Khan
SWK, Room # 116
Phone 936-468-2728
Mohammad.khan@sfasu.edu

Prerequisites: SOCW 2361, SOCW 2325, SOCW 2389 | Co-requisites: None

Office Hours: Monday & Wednesday 10:00-1:00 pm, Tuesday & Thursday 09:00-09:30 pm, and by appointment.

Assignment A: Theory Assessment Presentation

This is a group assignment. Presentations will be given to the class. Groups will receive a single grade. Please inform the instructor of any group difficulties. Presentations should be approximately 20-25 minutes.

Students in groups of three will develop and lead a presentation and discussion on their assigned theory. (I will be distributing the texts.) Each presentation will respond to the following questions:

- How is the theory relevant to social work?
- Who developed the theory?
- Major concepts of the theory
- Implications of the theory
- Limitations of the theory

Each presentation will also provide a critical review of a common foundation-level Human Behavior and the Social Environment.

Review the text and evaluate it in terms of the following:

- What are the underlying assumptions and values about human behavior and the social environment in the theory?
- Relate the theory with the CSWE Educational Policy and Accreditation Standards (EPAS) 2022.

Also, please follow D2L for more information.
ASSIGNMENT B: APPLICATION OF A THEORY

This is a group paper. Students will choose a problem/issue in living or any grand challenges for social work related to persons in communities. (Examples are found in the D2L). APA Format.

**Step One:** Identifies and introduces the topic explaining the reason why this topic is important to social work. Select at least four articles that relate to your specific community problem/topic/issue. Synthesize and critique the information from those four articles.

**Step Two:** Select a theory that relate to your community problem/issue. Synthesize and critique the theory.

**Step Three:** Describe the importance/application of the theory to address the problem.

Also, please follow D2L for more information.
ASSIGNMENT C: The Impact of Group, Organization, And Community on Human Behavior

This is an individual paper. In this paper, the student will continue to explore his/her larger environment as related to groups, communities, organizations and human behavior. Answer the following questions. APA Format. This assignment is worth 100 points.

A. The Impact of Small Group on Human Behavior
   1. From your connections with small groups during your life span, choose one (choir, church group, teams, etc.), which affected your life/your behavior in some way. Describe the social context of this group.
   2. What was the primary purpose of this group, and how did it affect your behavior? What specific changes or influences occurred?
   3. From your text, and class discussion, identify and explain how two (2) theories of human behavior might be applied to your own behavior in this social context?
   4. What was the relationship between this small group and the greater environment? What problems in living were encountered? How was the problem in living impacted by this relationship?

B. The Impact of Institutions and Organizations on Human Behavior
   1. From your connections with institutions and organizations during your current life, choose one (church, work, school, and agency) which is impacting you in some way. Describe its social context.
   2. What is the primary purpose of this institution or organization? How does it impact the larger environment? How has this institution or organization impacted you and your behavior? What specific changes or influences are evident in your behavior? Give one example.
   3. From your text, and class discussion, choose at least two theories of human behavior in the institutional or organizational context, with which you identify as being applicable to the above behavior. Explain.
   4. Were there problems in living which were impacted by this institution or organization? Explain.

C. The Impact of Community on Human Behavior
   1. Describe the social context of the community in which you now live. (Rural, urban, suburb, etc.)
   2. From your text and prior knowledge of communities, identify and describe how you might apply at least two (2) theories of human behavior in community to your own community.
   3. How has this community influenced your behavior, and your family's behavior?
   4. Can you identify a problem in living to which your community has responded and what theories of human behavior in community might be applied to this situation?

Also, please follow D2L for more information.
SELECTED BIBLIOGRAPHY
SOCW 3325


International Federation of Social Workers (IFSW) http://www.ifsw.org/


Taylor, S., Austin, M., & Mulroy, E. (2004). Evaluating the social environment component of
social work courses on human behavior and the social environment. *Journal of Human Behavior in the Social Environment, 10* (3), 61-84.


