A. Description of Course Content

The first of two required human behavior courses that explore, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons from birth through young adulthood. Offered as AAST 3301 and SOCW 3301; credit will be granted in only one department.

B. Student Learning Outcomes

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Social workers:

1. Recognize and manage personal values in a way that allows professional values to guide

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

**Educational Policy 2.1.4—Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a
person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

1. Use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; 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. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.9—Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

**C. Required Textbooks and Other Course Materials**


Any Assigned Articles given by Instructor.

**D. Additional Recommended Textbooks and Other Course Materials**


**E. Descriptions of Major Assignments and Examinations**

**Group Work:** Up to 3 students can work together on the Diversity and Ethics Paper and the Case Study Paper. It is up to the students to work out individual responsibilities. All students named on a paper submission will receive the same grade for that paper. Each student is required to submit the assignments on Blackboard.

1) **Diversity and Ethics Paper** - Due Thursday 3/8/18, 11:59pm - 25 Points
Write a paper on explicit aspects of the NASW Code of Ethics and values that relate to human diversity with regard to the worth and dignity of all persons, as applied to a specific case where you are delivering social services. This case can be based on your own practice experiences or a hypothetical one based on your understanding of social work practice.

Discuss how you will apply these ethics and values to your practice with persons different from you in terms of race, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation. Address at least two of these areas.

What dilemmas do you anticipate? How will you resolve them?

Cite and specify the pertinent ethics and values that will guide your practice decisions in working with diverse persons. Write out the values and codes (with code numbers).

Cite at least two peer reviewed academic journal articles that present research findings specifically relevant to your case and related to working with persons different than yourself.

The paper must be written in APA style. Paper should be 3-5 pages in length. The cover and reference pages are not included in the page number requirement.

Grades will be determined based on the following rubric:

<table>
<thead>
<tr>
<th>Grading Element</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity - Content is expressed with clarity and coherence. Correct APA style</td>
<td>9 points</td>
<td>Includes grammar, spelling, &amp; coherence. Extensively Evident: 9 points Moderately Evident: 7 - 8 points Inconsistently Evident: 5 - 6 points Rarely Evident: 3 - 4 points Not Evident: 0 - 2 points</td>
</tr>
<tr>
<td>Introduction</td>
<td>2 points</td>
<td>Introduces the paper and provides a roadmap of what the paper will accomplish.</td>
</tr>
<tr>
<td>Applications: Substantive, Comprehensive, detailed, more than 1 or 2 sentences.</td>
<td>14 points</td>
<td>A detailed discussion of how you will apply ethics when working with diverse persons. A minimum of 2 ethical dilemmas should be described in detail. Resolution of the dilemma are detailed and guided by the Code of Ethics. Citations from the Code of Ethics and minimum of 2 journal articles are required. Extensively Evident: 12 - 14 pts Moderately Evident: 8 - 11 Inconsistently Evident: 4 - 7 Not or Rarely Evident: 0 - 3</td>
</tr>
<tr>
<td>Total</td>
<td>25 points</td>
<td></td>
</tr>
</tbody>
</table>

2) News Article - 10 Points

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.3(a); Educational Policy 2.1.9(a)

The purpose of this assignment is to connect the material in the class to the “real world”. For the Tuesday
class periods starting on the week of 2/11/18, the first 15-20 minutes of class time will be allocated to a news article discussion. (more time may be allocated depending on the class discussion)

Each group of 2-3 students (assigned by the second week of class) will select a current news article (from a newspaper, magazine, online source, etc.) and provide a brief PowerPoint Presentation (5 slides maximum including introduction page). The presentation may include the following:

1. Brief summary on what the article is about, including pertinent facts.
2. How the environment affects a possible social work "client" (broadly defined).
3. Personal perspective and commentary on the article.
4. Reference the news article.

For each date, a group will present with the first person listed in the group presenting the current news article about how the environment affects a possible social work “client” (broadly defined), the second person listed giving a commentary based on some perspective discussed in the class, and if applicable, the third person listed giving a commentary based on a different perspective. I will then open the discussion to comments from the class.

As long as each member of the group presents in class and follows the instructions for the assignment, each member should get the 10 points credit for the assignment. Points will be deducted from students' grades who are not actively participating in the discussion, eg. viewing personal electronics.

Please notify me in advance via email if any unforeseen circumstances arise that will prevent you from presenting on your assigned day. A written note or evidence of the unforeseen circumstance will be required to make alternative arrangements. Otherwise, no credit will be given for the assignment.

3) Case Study - 30 Points

Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.7(a-b); Educational Policy 2.1.3(a); Educational Policy 2.1.4(a-c)

Write a case study on a family, a group, a small organization, or a community. It would make sense to continue to use the case presented in the Diversity and Ethics Paper.

1. Examine your social system using 3 perspectives/theories and 5 concepts (ideas derived from the theories found in the text chapters) as they apply to the social unit you select.
2. Define and discuss the perspectives/theories and concepts in detail and give examples of how the social system demonstrates each theory and concept. Also discuss diversity issues relevant to the social system (race, ethnicity, social class, religion, physical/mental ability, sexual orientation, etc.).
3. Describe and illustrate ways in which social systems promote or block the achievement and maintenance of health and well-being for the social unit you selected.

The student should consider this project a work in progress (in most cases a continuation of the Diversity and Ethics Paper), and work on the case study throughout the semester in order to make the case study manageable and to turn in quality work.

This paper should be a maximum of 7 - 10 double-spaced pages in length and follow APA format. Include pertinent material from your textbook and include a minimum of three articles from social work journals that present research findings specifically relevant to understanding the causes of your client’s problems or relevant to how to provide effective social services. The cover and reference pages are not included in the page number requirement. Points will be deducted for failure to adhere to the maximum number of
4) Exam 1 (15 points) involves applying ethical principles and theoretical perspectives to understanding a case study presented in the exam. Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.2(a); Educational Policy 2.1.7(a-b)

5) Exam 2 (15 points) short answer test of concepts derived from Chapters 6-14 from the textbook. Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.6(b); Educational Policy 2.1.7(a-b)

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

**Attendance and participation is 5% (5 points total) of the final grade.** Attendance in class is required and will be recorded on sign in sheets at each session. Class attendance is figured into the class attendance and participation grade.

If a student is unable to attend class, e-mail the instructor before the absence occurs stating the
reason for non-attendance.

**Important Note.** Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to the fullest extent in the learning environment, and to facilitate others’ ability to participate at the same time. This means coming prepared to join in the classroom learning experience by having readings and other work completed, respecting ourselves and others, and taking responsibility for completing assignments in a competent and timely manner. But more than this, it also means that we each take shared responsibility for the growth and professional development of each of the individuals in our learning community.

G. Grading

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>DUE DATE</th>
<th>POINTS AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>News Article</td>
<td>Designated Tuesdays, Submit presentation on BB by Tuesday, midnight.</td>
<td>10</td>
</tr>
<tr>
<td>Exam I</td>
<td>In class, 3/1/2018</td>
<td>15</td>
</tr>
<tr>
<td>Diversity and Ethics Paper</td>
<td>Thursday 3/8/18, 11:59pm</td>
<td>25</td>
</tr>
<tr>
<td>Case Study</td>
<td>Thursday 4/26/18, 11:59pm</td>
<td>30</td>
</tr>
<tr>
<td>Exam II</td>
<td>In class, 5/3/18</td>
<td>15</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>TuTh 9:30am - 10:50am</td>
<td>5</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The following scale will be used for calculating an overall course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% – 90%</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79% -- 70%</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69% -- 60%</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>59 or less</td>
</tr>
</tbody>
</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams

**Late Assignment Policy:** If the assignment is received after the deadline or it is received but unable to be viewed by the Instructor, the assignment will be considered late until the problem is corrected and points will be deducted according to the late assignment policy.

Late assignments will be assigned a 2 point penalty for each day late, and will only be accepted up to
2 days after the scheduled due date. Since Blackboard will show the date and time of all assignment submissions, there will be no discrepancies as to when an assignment or post has been submitted.

**Make up policy**: Assignments may not be made up. If a situation occurs that is out of your control, it will be discussed with the Instructor to see if it warrants making other arrangements.

Make-up exams will be considered on a case-by-case basis, and may receive a penalty of up to 10% of the final exam grade.

All individual circumstances taken into account requires documentation such as a documented medical emergency.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Topics / Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>1/14/18</td>
<td>Intro to the Course&lt;br&gt;Ch. 1: Setting the Stage: A Multidimensional Approach</td>
</tr>
<tr>
<td>Module 2</td>
<td>1/21/18</td>
<td>Chapter 2: Theoretical Perspectives on Human Behavior&lt;br&gt;Sign up for News Article Group by Thursday, 11:59pm</td>
</tr>
<tr>
<td>Module 3</td>
<td>1/28/18</td>
<td>Chapter 3: The Biological Person</td>
</tr>
<tr>
<td>Module 4</td>
<td>2/4/18</td>
<td>Chapter 4: The Psychological Person</td>
</tr>
<tr>
<td>Module 5</td>
<td>2/11/18</td>
<td>Chapter 5: The Psychosocial Person&lt;br&gt;Tuesday - News Article Group 1</td>
</tr>
<tr>
<td>Module 6</td>
<td>2/18/18</td>
<td>Chapter 6: The Spiritual Person&lt;br&gt;Tuesday - News Article Group 2</td>
</tr>
<tr>
<td>Module 7</td>
<td>2/25/18</td>
<td>Review for exam&lt;br&gt;Thursday - in class, Exam I</td>
</tr>
<tr>
<td>Module 8</td>
<td>3/4/18</td>
<td>Chapter 7: The Physical Environment&lt;br&gt;Tuesday - News Article Group 3&lt;br&gt;Thursday, 11:59pm - Diversity and Ethics Paper Due</td>
</tr>
<tr>
<td>Module 9</td>
<td>3/11/18</td>
<td>Spring Break Week</td>
</tr>
<tr>
<td>Module 10</td>
<td>3/18/18</td>
<td>Chapter 8: Culture&lt;br&gt;Tuesday - News Article Group 4</td>
</tr>
<tr>
<td>Module 11</td>
<td>3/25/18</td>
<td>Chapter 9: Social Structure and Social Institutions&lt;br&gt;Tuesday - News Article Group 5</td>
</tr>
<tr>
<td>Module 12</td>
<td>4/1/18</td>
<td>Chapter 10: Families&lt;br&gt;Tuesday - News Article Group 6</td>
</tr>
<tr>
<td>Module 13</td>
<td>4/8/18</td>
<td>Chapter 11: Small Groups&lt;br&gt;Tuesday - News Article Group 7&lt;br&gt;Thursday - NO CLASS, time allocated to work on Case Study.</td>
</tr>
<tr>
<td>Module 14</td>
<td>4/15/18</td>
<td>Chapters 12 and 13: Formal Organizations, Communities&lt;br&gt;Tuesday - News Article Group 8</td>
</tr>
<tr>
<td>Module 15</td>
<td>4/22/18</td>
<td>Chapter 14: Social Movements&lt;br&gt;Tuesday - News Article Group 9&lt;br&gt;Thursday, 11:59pm - Case Study Due</td>
</tr>
</tbody>
</table>

*Please complete your Course Survey sent to you via email from MyMav. Your input is appreciated.*
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page..................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/faq/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education
Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long
sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient
time to prepare for final examinations. During this week, there shall be no scheduled activities such as
required field trips or performances; and no instructor shall assign any themes, research problems or
exercises of similar scope that have a completion date during or following this week *unless specified in the
class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or
more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give
any portion of the final examination during Final Review Week. During this week, classes are held as
scheduled. In addition, instructors are not required to limit content to topics that have been previously covered;
they may introduce new concepts as appropriate.