SSS 223: HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT I
Fall 2014 (3 credits)

Instructor: Elisabeth Lean, MSW, Ph.D. Candidate
Email: 68lean@cardinalmail.cua.edu
Office Hours: By appointment

© This course outline is the property of NCSSS and the instructor.
It may not be distributed without written permission.

I. COURSE PURPOSE
This is the first course of a two–semester sequence on human behavior and the social
environment. SSS 223 examines the dynamics of normal and abnormal development and
functioning across the lifespan among individuals and families. Micro/clinical–level theories
will be explored within the context of a) the bio–psycho–social–spiritual dimensions of
human behavior and b) their relationships to social work’s person–in–environment
perspective. Micro/clinical–level theories covered in this course include the following:
behaviorism, cognitive development, moral development, psychodynamic theory,
psychosocial theory, social cognitive theory, symbolic interaction, systems theory, and
transpersonal theory. Instructional methods include required readings, coursework and class
assignments, student participation, and other forms as deemed appropriate.

II. EDUCATIONAL OBJECTIVES
• Articulate the dynamics of social work’s person–in–environment perspective within the
context of human behavior’s biological, psychological, social, and spiritual dimensions.

• Recognize the importance of theory in social work practice.

• Appreciate the importance of theory in providing an empirical basis for conducting
research.

• Engage in critical thinking through application of concepts from micro/clinical–level
theories as a means to assist in analyzing and exploring human behavior within diverse,
cultural contexts.

• Demonstrate effective oral and written communication skills.

August 2014
• Enhance one’s knowledge of normal development throughout the lifespan and recognize how development is influenced by various internal and external factors.

• Develop an understanding of mental health conditions and their influence on/impact at the micro/clinical (re: individuals & families), mezzo (re: communities & organizations), and macro (society) levels.

• Be familiar with social work’s ethical principles, values, and standards and their consistency with theories of human behavior.

• Build a foundational knowledge base for generalist social work practice with diverse populations that is informed, objective, and respectful.

III. COURSE REQUIREMENTS

A. Required Text

B. Recommended Texts


C. Other Recommended Resources and Media


D. Coursework and Due Dates
QUIZZES: Students will take four brief, objective–style quizzes related to their understanding of the theories discussed in class. Quizzes will be given at the beginning of the class that pertains to their respective due dates listed below. Fifteen minutes will be allotted for completion of each quiz.

Quiz I 9/9/14 (Tu)
Quiz II 9/16/14 (Tu)
Quiz III 9/25/14 (Th)
Quiz IV 10/2/14 (Th)
CASE STUDIES: Students will write four case studies using four of the assigned readings from ENG 326. For detailed information and submission format, see page nine of the syllabus.

CASE STUDY I  9/11/14 (Th)
CASE STUDY II  10/7/14 (Tu)
CASE STUDY III  10/30/14 (Th)
CASE STUDY IV  11/18/14 (Tu)

PRESENTATION: Students will develop a presentation on an assigned topic related to a mental health issue.

PRESENTATION  As Scheduled

TAKE–HOME EXAM: Students will complete an integrative, take–home exam. The exam will be comprised of several discussion and essay–type questions.

TAKE–HOME EXAM  12/9/14 (Tu)

E.  Class Attendance and Participation

STUDENTS ARE EXPECTED TO ATTEND CLASS AND PARTICIPATE IN DISCUSSIONS. Participation is defined as reading and reflecting upon the required readings prior to class in order to understand the context of the discussion and to speak informatively on the day’s topic. It is understood that some students will have an easier time that others with spontaneous class participation while others will have an easier time with pre–planned questions and comments. Both types of contributions are valued.

BEING LATE FOR CLASS WITHOUT PRIOR NOTIFICATION IS A DISRUPTIVE BEHAVIOR. Thus, each time a student is late (i.e., he/she arrives at 2:11 p.m. or later according to the room clock), the instructor reserves the right to deduct 1% from this individual’s overall grade for attendance and participation. Please note the exception for Thursday, September 18 on page six of the syllabus.

REQUESTS FOR EXCUSED ABSENCES MUST BE MADE PRIOR TO CLASS COMMENCEMENT. That is, prior to or on the date a student is requesting to be excused from class, his/her email regarding such must be received by the instructor by 2:10 p.m. or earlier according to Cardinal Mail’s date–time stamp. Requests received once class commences will not be accepted and are considered to be unexcused. As such, zero points will be recorded for that particular day’s attendance and participation grade.

ABSENCES DUE TO ATHLETIC PARTICIPATION REQUIRE ADVANCED NOTIFICATION. Students participating in CUA athletic sport activities must notify the instructor in a timely manner of any potential absences from class, provide written documentation of their athletic participation, and plan ahead for any potential class absences. Absences without prior notification are considered unexcused absences. Students are responsible for making up any missed work as normally expected in the course class schedule.

August 2014
F. Late Coursework Policy
All case studies (.doc/.docx) and an electronic copy of your presentation (.ppt/.pptx/.pdf) are to be emailed as attachments to your instructor no later than 2:10 p.m. on their respective due dates. Submissions received after 2:11 p.m. are considered late and will incur an automatic five-point penalty. After 24 hours, an additional five points will be deducted. Assignments submitted after 48 hours will not be accepted and the grade for such will be entered as a zero. These penalties will apply unless you have made prior arrangements with the instructor. Extensions will not be granted the day an assignment is due. If you should need an extension (e.g., health reasons, family emergency, etc.), you must discuss this with your instructor at least 48 hours (excluding weekends and holidays) in advance of the due date.

G. Weighting of Coursework
<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE &amp; PARTICIPATION</td>
<td>10</td>
</tr>
<tr>
<td>QUIZZES</td>
<td>20</td>
</tr>
<tr>
<td>TAKE–HOME EXAM</td>
<td>20</td>
</tr>
<tr>
<td>CASE STUDIES</td>
<td>25</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>25</td>
</tr>
</tbody>
</table>

H. Grading Policy
Grades for the course are based on the University grading system. Grades for the Case Studies papers will be evaluated not only for depth and content, but also for clarity of thought, grammar, organization, sentence structure, spelling, and usage and selection of references. In addition, papers are to adhere to APA format. As such, students should be familiar with the sixth edition of the Publication Manual of the APA and use the manual as a guide for all written work to be completed during this course.

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A−</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B−</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C−</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D−</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

I. Electronic Devices
**RECORDING OF CLASSROOM LECTURES IS PROHIBITED** unless advance written permission is obtained from the instructor. Students who require recording or other adaptations of
lectures as a reasonable accommodation for a disability should contact the Office of Disability Support Services (DSS) in advance in order to obtain permission for the recording and must provide the instructor with written documentation. The University has instituted a policy on recording of classroom lectures, which may be accessed at: http://policies.cua.edu/academicgrad/recordingclassroomlecturesgraduate.cfm.

**Using Cell/Smart Phones or Other Mobile Communication Devices is Not Allowed.** The use of cell/smart phones or other mobile communication devices is distracting and disrespectful; thus, their use during class is prohibited except in an emergency. In such instances, students are to leave the classroom and return in a prompt, courteous manner. In consideration of others, individuals should either silence or turn their cell phone ringers to vibrate while in class. Please note the instructor may confiscate the disruptive device after one warning for the duration of class. Any subsequent disruption will result in a cumulative 5% deduction from one’s overall grade for attendance and participation.

**Utilizing Laptops, Tablets, or Other Computer Devices is Permitted for Note-Taking Purposes Only.** Students who ignore this policy and utilize computer devices for purposes other than taking notes will be dismissed from class. Each dismissal will result in a cumulative 5% deduction from one’s overall grade for attendance and participation.

**J. Course and Instructor Evaluation**
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged.

**CLASS EXPECTATIONS**

A. **Scholastic Expectations**
Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proofread by the student before submission to the instructor for grading.

B. **Academic Honesty**
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. **Accommodations**
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
### CLASS SCHEDULE: TOPICS AND READINGS*

*The Instructor reserves the right to modify this schedule if needed. Students will be alerted of any changes in class and by email notification via Blackboard.*

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Dates</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Nature of Theories &amp; Lifespan Development</td>
<td>8/26/14 (Tu)</td>
<td>Newman &amp; Newman: Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Robbins et al.: Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Psychodynamic Theory</td>
<td>8/28/14 (Th)</td>
<td>NO CLASS (Mass)</td>
</tr>
<tr>
<td>3</td>
<td>Behaviorism</td>
<td>9/2/14 (Tu)</td>
<td>Newman &amp; Newman: Chapter 2, Psychosexual Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Robbins et al.: Chapter 7</td>
</tr>
<tr>
<td>4</td>
<td>Cognitive Development</td>
<td>9/4/14 (Th)</td>
<td>Robbins et al.: Chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>LAST DAY TO DROP COURSE WITHOUT RECORD</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Robbins et al.: Chapter 12</td>
</tr>
<tr>
<td>6</td>
<td>Moral Development</td>
<td>9/9/14 (Tu)</td>
<td>Newman &amp; Newman: Chapter 2, Cognitive Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Robbins et al.: Chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>QUIZ I: CLASSES 2 &amp; 3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Robbins et al.: Chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>DUE: CASE STUDY I</strong></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>9/16/14 (Tu)</td>
<td>Newman &amp; Newman: Chapter 7, Cognitive Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Robbins et al.: Chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>QUIZ II: CLASSES 4 &amp; 5</strong></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td><strong>9/18/14 (Th)</strong></td>
<td>NO CLASS (Resource Day)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This time has been allotted for students to begin/continue to research and identify potential resources related to their presentation topics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>You are to provide your instructor with a list of your prospective resources in APA format and include a four to five sentence summary of each. This document is to be emailed to your instructor no later than 2:10 p.m. on 9/20/14 (Sat). Failure to do so will result in a 5% deduction from your overall attendance and participation grade. <strong>Please name your attachments as follows:</strong> 223 Last Name REF (e.g., 223 Lean REF).</td>
</tr>
</tbody>
</table>
CLASS SCHEDULE: TOPICS AND READINGS (CONTINUED)

Class 7  
9/23/14 (Tu)  
Transpersonal Theory  
Robbins et al.: Chapter 13

Class 8  
9/25/14 (Th)  
Systems Theory  
Newman & Newman: Chapter 2, Systems Theory  
Robbins et al.: Chapter 2  
**QUIZ III: CLASSES 6 & 7**

Class 9  
9/30/14 (Tu)  
Symbolic Interaction & Role Theory  
Newman & Newman: Chapter 2, Social Role Theory  
Robbins et al.: Chapter 10

Class 10  
10/2/14 (Th)  
Psychosocial Theory  
Newman & Newman: Chapter 3  
Robbins et al.: Chapter 8  
**QUIZ IV: CLASSES 8 & 9**

Class 11  
10/7/14 (Tu)  
Psychopathology & *People Say I’m Crazy*  
**DUE: CASE STUDY II**

Class 12  
10/9/14 (Th)  
Pregnancy & Prenatal Development  
Newman & Newman: Chapter 4

10/14/14 (Tu)  
NO CLASS (Administrative Monday)

Class 13  
10/16/14 (Th)  
Infancy & Toddlerhood  
Newman & Newman: Chapters 5 & 6

Class 14  
10/21/14 (Tu)  
Presentations  
**POSTPARTUM DEPRESSION**  
**FETAL ALCOHOL SYNDROME/ALCOHOL–RELATED NEURODEVELOPMENTAL DISORDER (FAS/ARND)**

Class 15  
10/23/14 (Th)  
Early and Middle Childhood  
Newman & Newman: Chapters 7 & 8

Class 16  
10/28/14 (Tu)  
Presentations  
**REACTIVE ATTACHMENT DISORDER (RAD)**  
**GENDER DYSPHORIA**

Class 17  
10/30/14 (Th)  
Early Adolescence & *Inside the Teenage Brain*  
Newman & Newman: Chapter 9  
**DUE: CASE STUDY III**
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>11/4/14 (Tu)</td>
<td>Presentations&lt;br&gt;ANOREXIA AND BODY DYSMORPHIC DISORDER&lt;br&gt;BINGE EATING/COMPULSIVE OVEREATING</td>
</tr>
<tr>
<td>19</td>
<td>11/6/14 (Th)</td>
<td>Early Adolescence (finish)&lt;br&gt;Late Adolescence/The Transition to Adulthood&lt;br&gt;Newman &amp; Newman: Chapter 10</td>
</tr>
<tr>
<td></td>
<td>11/7/14 (F)</td>
<td>LAST DAY TO DROP COURSE WITH A “W”</td>
</tr>
<tr>
<td>20</td>
<td>11/11/14 (Tu)</td>
<td>Presentations&lt;br&gt;BIPOLAR DISORDER&lt;br&gt;SCHIZOPHRENIA</td>
</tr>
<tr>
<td>21</td>
<td>11/13/14 (Th)</td>
<td>Presentations&lt;br&gt;OBSESSIVE COMPULSIVE DISORDER (OCD)&lt;br&gt;POST TRAUMATIC STRESS DISORDER (PTSD)</td>
</tr>
<tr>
<td>22</td>
<td>11/18/14 (Tu)</td>
<td>Early &amp; Middle Adulthood&lt;br&gt;Newman &amp; Newman: Chapters 11 &amp; 12&lt;br&gt;DUE: CASE STUDY IV</td>
</tr>
<tr>
<td>23</td>
<td>11/20/14 (Th)</td>
<td>Presentations&lt;br&gt;BORDERLINE PERSONALITY DISORDER (BPD)&lt;br&gt;MÜNCHAUSEN SYNDROME BY PROXY</td>
</tr>
<tr>
<td>24</td>
<td>11/25/14 (Tu)</td>
<td>Presentations&lt;br&gt;ANTI–SOCIAL PERSONALITY DISORDER (ASPD)&lt;br&gt;GAMBLING DISORDER</td>
</tr>
<tr>
<td></td>
<td>11/27/14 (Th)</td>
<td>NO CLASS (Thanksgiving)</td>
</tr>
<tr>
<td>25</td>
<td>12/2/14 (Tu)</td>
<td>Late Adulthood &amp; Elderhood&lt;br&gt;Newman &amp; Newman: Chapters 13–15</td>
</tr>
<tr>
<td>26</td>
<td>12/4/14 (Th)</td>
<td>Presentations&lt;br&gt;DELIRIUM&lt;br&gt;HOARDING DISORDER</td>
</tr>
<tr>
<td></td>
<td>12/9/14 (Tu)</td>
<td>DUE: TAKE–HOME EXAM</td>
</tr>
</tbody>
</table>
CASE STUDIES (3.5 PAGES OF TEXT)*
*This does not include your cover page.

Students will write four case studies based on four of the assigned readings from ENG 326. The primary purpose of these assignments is for you to demonstrate, through careful consideration and analysis, how the theories below relate to the content of your readings. You are to select one character from each reading and apply concepts from the following theories:

- **CS I:** Biopsychosocial Spiritual Dimensions of Human Behavior/Lifespan Development
- **CS II:** Psychodynamic Theory or Social Cognitive Theory
- **CS III:** Moral Development or Transpersonal Theory
- **CS IV:** Symbolic Interaction or Role Theory

Case studies (.doc/.docx) are to be emailed to your instructor by 2:10 p.m. on their respective due dates. **Please name your attachments as follows: 223 Last Name CS #** (e.g., 223 Lean CS I). Hard copies and .pdf attachments will not be accepted.

**CONTENT: 50 POINTS**

*First Page of Text: 15 Points*
- Summary of the reading (*one paragraph, no more than eight lines*): 5 points
- Character demographics (*one paragraph, no more than eight lines*): 5 points
- Explanation of your understanding of the theory’s overall relevance in regards to examining the character. Identification of three to four theoretical concepts you will be applying (*one paragraph, no more than eight lines*): 5 points

*Second and Third Pages of Text: 30 Points*
- Application of the theoretical concepts to the character: 30 points

*Final Half Page of Text: 5 Points*
- Summary: 5 points

**APA STYLE: 15 POINTS**

- Headings: 1 point
- 1–Inch Margins: 1 point
- Double–Spaced: 1 point
- Two Spaces after each Sentence: 1 point
- Times New Roman (font face and 12–point within text): 2 points

**MECHANICS: 20 POINTS**

- Clarity of Thought/Organization: 5 points
- Grammar/Sentence Structure: 5 points
- Punctuation: 5 points
- Spelling: 5 points

---

1 Social work majors are required to be concurrently enrolled in ENG 326. If you are not a social work major, please see the instructor for alternative options.

August 2014
PRESENTATION: OVERVIEW

You are to develop a 20–minute presentation on an assigned topic. The instructor reserves the right to deduct a graduated percentage from an individual’s overall presentation grade when his/her presentation is significantly less than 20 minutes. As such, it is recommended that you practice delivering your presentation in order to meet this requirement.

Students may include one video clip, but it must be no longer than three minutes and 30 seconds, appropriate (i.e., not exploitive, prejudiced, superficial, etc.), and relevant (i.e., not filler).

Upon conclusion of your presentation, an additional 10-15 minutes will be allotted for questions and comments by your classmates and instructor.

Students are not to merely copy and paste information into their presentation slides. This is plagiarism and will not be tolerated. Any individual who plagiarizes, regardless of intent, will receive an automatic zero.

As with a scholarly paper, you are to cite your sources and provide a reference list at the end of your presentation. Please note, all references and citations will be checked.

You are to provide your classmates with a hardcopy of your presentation or one–page summary.

Presentations (.ppt/.pptx/.pdf) are to be emailed to your instructor by 2:10 p.m. on your assigned date. Please name your attachment as follows: 223 Last Name Topic (e.g., 223 Lean Autism).
PRESENTATION: RUBRICS

SECTION I: INTRODUCTION (5 POINTS)
- Briefly outline what will be covered in your presentation.
- Why did you select this topic?

SECTION II: DEFINITION, ASSESSMENT, DIAGNOSIS, & TREATMENT (30 POINTS)
- Define your topic. If relevant, specify any classifications, types, etc.
- What are the causes and symptoms of the disorder?
- How is the disorder diagnosed and treated?

SECTION III: CONTEXT (15 POINTS)
- Who is affected by this issue? Include prevalence data (aim for a minimum of five).
- Why is your topic a social work issue?
- How is your topic relevant to social work?

SECTION IV: PSYCHOSOCIAL THEORETICAL APPLICATION (40 POINTS)
Select one of Erikson’s psychosocial stages. Examine your topic in the context of the following:
- Developmental Tasks,
- Psychosocial Crisis,
- Resolution Process and Significant Relationships, and
- Coping Behaviors (i.e., both the virtue and core pathology)

Throughout your application and conclusion, consider/discuss the two sentiments below:
- Psychosocial theory views human development as a product of the dynamic interaction between a) one’s needs and abilities and b) societal expectations and demands.
- Psychosocial theory acknowledges that individuals have the ability to contribute to their psychological development.

REFERENCES (10 POINTS; AIM FOR A MINIMUM OF 10)
You are to cite and reference materials from class lectures, books, articles from peer-reviewed social work, psychology, medical, nursing, etc. journals as well as information from advocacy groups, research institutes, and other reputable public and private sources. Unacceptable sources of information include those from general websites (e.g., Wikipedia and About.com). Moreover, for the purposes of this assignment, the use of .com and .net websites is generally frowned upon. Thus, they should neither be cited nor referenced. Students who choose to use electronic media from .edu, .gov, and .org websites are expected to evaluate these sources in terms of, but not limited to, authorship, content, currency, scholarship, etc. You are required to have a minimum of three peer-reviewed journal articles.

August 2014
SSS 223: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I

FALL 2014

SYLLABUS SIGNATURE SHEET

Please read the course syllabus, complete this form, and return it to your instructor by Thursday, September 4, 2014.

My signature below indicates that I have received and read the syllabus for SSS 223 for the Fall 2014 semester. I understand all of the expectations and requirements.

__________________________________________
Signature

__________________________________________
Date