### Course Information

**Semester**: Spring 2012  
**Day/Time**: Thursday, 4:30 – 7:15 p.m.  
**Location**: Dover 1200 North DuPont Highway Price Bldg.#204  
**Professor**: Dr. Tina L. Jordan  
**Office/Phone**: 302-857-6783  
**E-Mail**: tjordan@desu.edu  
**Office Hours**:  
- Monday 5:00-7:00 p.m.  
- Tuesday 4:00-5:00 p.m.  
- Wednesday 4:00-7:15 (Wilmington Only)  
- Thursday 1:00-3:00 p.m.

### Course Description:

This course is the second class in the Human Behavior and Social Environment (HBSE) sequence. HBSE II builds on HBSE I which provided knowledge and understanding of theory, research, and practice issues of human development within the context of biological, psychological, and socio-cultural factors. HBSE I used an eco-systemic theoretical framework to cover normal lifespan development from conception through late childhood.

HBSE II continues this life span overview, covering normal development from adolescence to death. Throughout the course an eco-systemic framework is utilized to study issues life events significant to social work practice, such as teen pregnancy/parenthood, crime and delinquency, mental illness, chemical/substance abuse, long term care, dying and death.

HBSE II stresses a non-linear perspective of development in which there is a continuous, reciprocal interchange and influence in, between, and among different systems. Students are expected to complete the course with a heightened awareness of this dynamic and its implications for understanding and addressing the needs/problems of vulnerable populations as well-informed social workers. Critical thinking is cultivated through the process of analyzing extant knowledge while recognizing realities for which reliable facts are unknown, and valuing the usefulness of research in discovering, expanding and disseminating knowledge and information to field.

The course recognizes that prevention is an effective intervention for preventing behaviors and problems that adversely impact human growth and development. Hence, the course explores ways behaviors such as chemical dependency, mental health problems among adolescents, adults and the elderly can be prevented. The course specifically focuses on the life span stages emphasizing adolescence through death.

### Course Credits:

Three (3) Semester Hours  

### Prerequisite(s):

Foundation Year Graduate Students
**COURSE RATIONALE:** This course provides conceptual frameworks based on traditional and alternative theories and research studies for a bio-psycho-socio-spiritual perspective of human development and behavior during the life stages of conception through end of life including death and dying. The course examines the influence of the micro, mezzo, and macro systems on diverse populations, including rural and global communities, with an emphasis on human rights, social, economic and political justice and oppressed populations (which may include, but are not limited to groups distinguished by race/ethnicity, culture, class, geographical location-urban/rural, gender, sexual orientation, religion, spirituality, physical condition or mental ability, age, and national origin). It also examines the use of advocacy when applying social work knowledge of human behavior and the social environment and facilitating empowerment that leads to social and economic justice.

**REQUIRED TEXTS: [Are used for both HSBE I and HSBE II]**


**SUPPLEMENTAL TEXTS:**


**BLACKBOARD/ELECTRONIC RESERVES:**

This will be a Blackboard-enhanced course. Students must log on to Blackboard for additional assignments. Students are responsible for providing their correct email address to the Blackboard staff. For assistance contact Ms. Marlene Cox at mecox@desu.edu. Supplemental readings will also be available on the DSU Library’s Electronic Reserves [ERes]. For assistance contact Ms. Beverly Charlot at bcharlot@desu.edu.
The following Learning Objectives/CSWE EPAS Competencies, Practice Behaviors and Department of Social Work Underpinnings will be assessed in this course, via an Assessment Rubric, to be distributed during first week of class. The assessment criteria are described on page 7 of the syllabus under University Grading Scale:

HSBE II will specifically address the following three Learning Objectives/Competencies (EP 2.1.4, EP 2.1.5, and EP 2.1.7) and six practice behaviors (PBs 14, 15, 16, 18, 20, and 23). The course will also address three of the Department of Social Work’s underpinnings.

**Obj. IV: 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.

**Practice Behaviors**
Social Workers will:
- **PB 14**: recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- **PB 15**: gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- **PB 16**: recognize and communicate their understanding of the importance of difference in shaping life experiences;

**Obj. V: EP: 2.1.5 Advance human rights and social and economic justice.**

**KVS**: Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

**Practice Behaviors**
Social workers will:
- **PB 18**: understand the forms and mechanisms of oppression and discrimination;
- **PB 20**: engage in practices that advance social and economic justice

**Obj. VII: EP 2.1.7 Apply knowledge of human behavior and the social environment.**

**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.

**Practice Behaviors**
Social Workers will:

**PB 23**: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

**PB 24**: critique and apply knowledge to understand person and environment.

**DEPARTMENT OF SOCIAL WORK UNDERPINNINGS:**

1. Strengths Perspective
2. Empowerment Perspective
3. A Black Perspective for social work practice

**COURSE REQUIREMENTS:**

1. Students are expected to complete all reading and home-work assignments before coming to class.
2. Students are expected to actively participate in all Blackboard discussions and class and group assignments. Additionally, students will be expected to engage the class in critical analyses and thought provoking discussions during their individual oral presentations.
3. Students are expected to hand in all class assignments as outlined in syllabus or discussed in class. Formal written assignments must follow the APA manual and be free of plagiarism.
4. Students are expected to present all assignments on time. No assignment is to be emailed to instructor unless agreed upon ahead of time. **No assignment will be accepted late.** Assignments are late fifteen minutes after the start time of class.
5. Students will be expected to make individual and small group presentations throughout the semester on the Illustrative Readings in Schriver and Highlights and Spotlights in Zastrow.

**ATTENDANCE POLICY:**

Students are fully responsible for their class attendance. Regular and on-time attendance is expected for all classes. Attendance may be taken at the beginning or end of class. Students who arrive late or leave class before the class is dismissed will be marked absent. Consistent with the University policy, the final grade will not be reduced because of failure to attend classes. However, students are reminded that constructive class participation will be considered in the final grade and, therefore, attendance is very important. (This policy is consistent with University Policy; See Student Handbook, 2001, p.36). Students are required to meet all requirements of the course, such as, out-of-class assignments, homework, tests, and turning in of assignments on due dates, etc., irrespective of class attendance. In-class assignments may not be made-up. The
student is also responsible for being aware of all the announcements made in class and to have copies of handouts distributed in class. The instructor will not e-mail every handout, discussion, decision, or announcement that occurs in class. Student who miss classes are also responsible for all the material covered in class. The instructor will not go over lectures that the student may have missed or will miss. In-class behavior will be considered an indication of the student’s identification with the profession and his or her readiness to assume the role of generalist social work practitioner. All cell-phones must be turned off and put away during class. Points may be deducted if cell phone rings in class.

STUDENTS’S RESPONSIBILITY FOR LEARNING:

The instructor is available to meet students during office hours. However, students who need uninterrupted time are encouraged to schedule meetings, in person, via telephone or e-mail, ahead of time. Students are strongly encouraged to meet with the instructor to review their academic progress throughout the semester, but especially around midterm and prior to the final exam. It is each student’s responsibility to know when extra help is needed and to seek it from the instructor. It is also each student’s responsibility to seek clarification on assignments before they are due and not after they have been graded. In special situations, appointments can be made for times other than scheduled office hours. Finally, students are encouraged to provide an active email address to the instructor and Blackboard office.

STATEMENT ON EQUAL OPPORTUNITY

Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all programs and services of the University to all persons, regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, genetic information or other legally protected classification. This policy is in compliance with Titles III and VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Delaware Code. General Equal Opportunity inquiries/complaints (whether informal or formal) should be directed to: the Assistant Vice President of Human Resources and Legal Affairs, 325 Administration Building, Delaware State University, Dover, Delaware 19901 or to the applicable coordinator listed in the directory.

GRIEVANCE PROCEDURE UNDER TITLE VI AND TITLE IX

Title VI of the Civil Rights Act of 1964 prohibits discrimination against various protected classes by educational institutions. Title IX prohibits discrimination based on gender. The following grievance procedure should be used by any student or other member of the public that believes that Delaware State University or any member of the College Community has engaged in any form of discrimination in violation of these laws, or otherwise violated the University’s Statement on Equal Opportunity, in any of its programs and services, with two exceptions. This grievance procedure does not apply to any issues involving employment, and there is a separate procedure regarding discrimination against persons with disabilities. In addition to the Assistant
Vice President of Human Resources and Legal Affairs, ADA inquiries and/or issues may be directed to Laura Kurtz, Delaware State University’s Director of Academic Support Center and Disability Services, 302-857-6388.
AA/EO GRIEVANCE PROCEDURES are available on line at http://www.desu.edu (2008-2009 Undergraduate Student Handbook, p. 2)

AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT OF 1973
In accordance with ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic programs, it may be necessary to schedule appointments and activities in accessible facilities. Delaware State University will make reasonable accommodations for persons with disabilities.
Any student with a disability who needs information or assistance with a disability should contact the Office of Disabilities Services in Room 214A of the William C. Jason Library, 857-6388. (2008-2009 Undergraduate Student Handbook, p. 9)

HONESTY POLICY
Integrity must be practiced in all endeavors and relationships. All acts of dishonesty including, but not limited to, cheating on tests and examinations, plagiarism, unauthorized collaboration, alteration or misuse of college documents, records or identification cards, forgery, misrepresentation, unauthorized use of another’s property, lying, theft, or receiving stolen goods will be considered serious misconduct. Any student violating this policy is subject to dismissal from the University. (2008-2009 Undergraduate Student Handbook, p. 20)

UNIVERSITY GRADING SCALE:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
<td>Excellent, perfect /without error, clear, readily understandable</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
<td>A- 90-94 Extremely well done –errors do not detract from clarity</td>
</tr>
<tr>
<td>79 – 79</td>
<td>C</td>
<td>B+ 85-89 Very well done, some errors and lacks some clarity</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
<td>B 80-84 Well done, but amount of errors detract from clarity</td>
</tr>
<tr>
<td>0 – 59</td>
<td>F</td>
<td>C+ 75-79 Good: errors &amp; content are substantial distraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C- 70-74 Acceptable, but with major errors and lacks clarity</td>
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</tbody>
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Assessment Criteria for measuring Learning Objectives/EP Competencies, Practice Behaviors and Department of Social Work Underpinnings:

**Advanced**-Students demonstrated an *outstanding* understanding, *clear* recognition and *sound* application of all dimensions of this practice behavior or underpinning.

**Proficient**-Students demonstrated an *acceptable* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**Satisfactory**- Students demonstrated a *limited* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**Unsatisfactory**- Students demonstrated *little to no* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**Course Assignments Weight:**

- Test I  
  January 26, 2012  
  20%
- Test II  Mid Term  
  Feb. 16, 2012  
  20%
- Home-work Assignments  
  Continuous  
  15%
- Group/In Class Assignments  
  Continuous  
  10%
- Community Service Project  
  Apr. 13, 2012  
  10%
  Tenth Annual Community People of Color Conference  
  (All day commitment)  
  Details will be provided in class
- Final Exam  
  April 19, 2012  
  25%

**Total**  
100%

Your final grade will be calculated based on the above weighing system. Students are encouraged to keep track of their grades throughout the semester to avoid any surprises at the end.

**Course Outline:**

**Unit I-January 12, 2012**

**Schriver-Chapter 6 & Zastrow Chapter 5 Obj. IV, V & VII/EP 2.1.4, 2.1.5, 2.1.7**

**Topic: HSBE and Paradigms**

- Introduction / Goals & Concerns
- Review of Learning Objectives/CSWE competencies & practice behaviors
- Review of Department’s underpinnings and core principles
- Review of syllabus
  - Violence against minorities
  - Human Rights and social work
  - Family and Global Issues
Assignment 1:

Be able to define and describe an ethnic group, ethnocentrism, race, racism, prejudice, discrimination, oppression, and institutional discrimination. Explain why social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability. (2 pg. only) - Single spaced. (Times New Roman, font size 12)- Due Jan. 26. PB 14, 15, & PB 18- Note: Please be certain to infuse the elimination of personal biases as well as understanding the difference in shaping life experiences.

Review the EPAS Competencies/Student Learning Objectives and their definitions and the operational practice behaviors in Table I-Schrrier. Review the underpinnings (UP) on the Department’s website at www.desu.edu/socialwork, in the MSW Handbook and in the Field Manual.

Unit II-January 19
Schrrier-Chapter 6 & Zastrow-Chapter 5 Obj IV/EP 2.1.4

Topics: Paradigms and Social Work Practice
- Assign illustrative & other readings (individuals/dyads)
- Class discussion on Racism/Family Life Cycle
- Assign work groups for final projects (children in the context of families, organizations & communities)
- The Future of U.S. Race and Ethnic Relations
  - Sources of Prejudice and Discrimination
    - Projection, Frustration-Aggression, Insecurity, Authoritarianism & Countering Inferiority
    - Using a Black Perspective…to understand other forms of oppression
- Is racial discrimination based on criminal thinking?
  - Power Thrust
  - Ownership
  - Failure to Consider injury to others
  - Lack of Empathy
  - Good person Self Image
  - Closed-channel thinking
  - Victim stance
  - Disregard for responsible performance
  - Lack of a time perspective
  - Fear of fear
  - Lack of trust

Illustrative Reading Spotlight on Diversity –pg. 239 Zastrow. In-class discussion. Discuss the extent to which racial discrimination is based on criminal thinking. PB 14, 15, 16, 18, 20 and 23.
Note: Take the practice test at end of Chapter 6 (Schriver). The chapter tests will prepare you for the major tests and assignments. EP 2.1.4.

Unit III-January 26
Schriver Chapter 6 & Zastrow Chapter 5 EP Obj IV/EP 2.1.4 & 2.1.5
Topic: Community strategies to promote Social and Economic Justice

- Mass Media Appeals
- Greater Interaction Between Minority Groups and the Majority Group
- Civil Rights Laws: Changing the Legal Macro System
- Activism
- School Busing; A Community Initiative
- Affirmative Action—m A Macro System response

Illustrative Reading 2.1 – Zastrow Spot light on Diversity, 5.5; Schriver Chapter 6- In class discussion. **Assignment 1 is due.**

1. Briefly describe significant current influences on families (Small group presentation), using both traditional and alternative perspectives. What issues or concerns related to women and families appear to be the most relevant to you? From the perspective of a gay or lesbian family explore the issues of “familiness”. Be certain to infuse the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege or power. PB 14, 15, and 16. UP 1.

2. Describe the importance of how social workers should understand and competently work with families with members who have disabilities and recognize and communicate their understanding of differences in shaping life experiences. (Small group presentation). PB 15 & PB 16.

Unit IV-February 2
Schriver Chapter 7 & Zastrow Chapter 6 Obj IV & V/EP 2.1.4, EP 2.1.5.

Topic: Biological development in Adolescence/ Perspective on Groups

- Proof of Puberty
- Psychological Reactions to Physical Changes
- Significant Issues of Life Events
- Group Conversations

1. Explore some of the major physical changes that occur during adolescence and puberty.
2. Appraise how physical changes cause psychological reactions.
3. Explore the issues of sex education
4. Each student is expected to respond to the other students’ answers. You can agree and disagree with what is being said. Please be ready to have a scholarly class discussion on each topic, infusing conceptual frameworks to guide the processes of assessment, intervention, and evaluation as it relates to social work. PB 23

**Note:** Take practice test for chapter 7 in Schriver. EP 2.1.4; 2.1.5

- Make certain that you have read Chapter 7 of Schriver.
Unit V-February 9
Zastrow Chapters 8 & 9

**Topic:** Perspective on Groups

Historical Perspective
- Traditional Sand Alternative Perspectives
- Process and Product Dimensions
  - Goal and Purposes
  - Membership
  - Leadership, Followership, and Decision Making
  - Functional leadership
  - Democratic Groups
  - Roles and Norms
  - Conformity and Deviance in Groups
  - Diversity, Oppression, and Groups
  - Groups and People of Color

**MID TERM REVIEW**

1. PB 14, 15, 16, 18, 20 and 23. UPs 1, 2, and 3.

Unit VI-February 16 Test I MIDTERM   Obj IV, V & VII/EP 2.1.4, EP 2.1.5 & EP 2.1.7

Students will be tested on material discussed in Units I-V. The test will comprise of multiple choice questions, true /false, fill in the blank and short answers. Students will be able to recognize what may oppress, marginalize, and alienate individuals, as well as recognize and communicate their understanding of the importance of the difference in shaping life experiences.

Unit VII-February 23
Schriver Chapter 7, Obj VII/EP 2.1.7

**Topic:** Perspectives on Groups Continued

Traditional theoretical, midrange and alternative theories & perspectives

Historical Perspective
- Traditional Sand Alternative Perspectives
- Process and Product Dimensions
  - Goal and Purposes
  - Membership
  - Leadership, Followership, and Decision Making
  - Functional leadership
  - Democratic Groups
  - Roles and Norms
  - Conformity and Deviance in Groups
  - Diversity, Oppression, and Groups
  - Groups and People of Color
**Assignment 2:**

1. Each student will be given a topic as it relates to the “Rights of People with Disabilities in Group Work” (Schriver pg. 375). The student should prepare a two page double spaced paper on the subject (Times New Roman). Prepare the information as if you were on trial as an expert in this area. Ensure that social work jargon is used. (Individual presentations on theories cont’d)-PB 15 & 16. Assignment 2 –Due March 15. Students should be able to gain sufficient self-awareness to eliminate the influence of biases, and working with diverse groups.

**Unit VIII-March 1**
Schriver Chapter 8 & Zastrow Chapter 8/9Objs IV & VII/EP 2.1.4 & 2.1.7
**Topic: Social Development in Adolescence/ Perspectives on Organizations**
- Social Problems
- Bulimia
- Compulsive Overeating
- Morales’s Classification
**Gender, Gender Identity, Gender Expression, and Sexism**
- Male/ Female Differences
Schriver Chapter 8

**Unit IX- March 5-9**   **SPRING BREAK**
Schriver Chapter 9 & Zastrow Chapter 10 & 11Objs IV & VII/EP 2.1.4 & 2.1.7
**Topic: Traditional/Dominant Perspectives on Individuals-Continued**

**Unit X-March 15**
Schriver Chapter 9 & Zastrow Chapter 12
EP 2.1.4 & 2.1.7
**Topic: Understanding Human behavior and the Social Environment/Perspective on Communities**
- Benefits of Marriage
- Parenthood
- Macro System Theories
- The conflict perspective
- The Interactionist Perspective
- Poverty
- Conflict Resolution Strategies
- Wellness and Resilience

**Note:** Take practice test at end of Schriver Chapter 9. Note: Students should be able to recognize the extent to which a culture’s structures and values may oppress, alienate or create or enhance privilege or power. PB. 14

**Assignment 2 due**

**Unit XI-March 22**
Week 11-Ethical Delima

Are the Poor to Blame for Being Poor? Assignment 3(Classroom)
Zastrow Page 545 EP 2.1.4, EP 2.1.5 & EP 2.1.7

Assignment 3: Are the Poor to Blame for being poor? (Due November 16, 2011)

Using one of the following perspectives (Liberal, Conservative, or Developmental), students will be able to answer the above mentioned question. The student must use the knowledge and terms associated with the perspective chosen. Students will be divided into groups of threes. Student must present their argument and use scholarly materials. Students will be graded by the professor, but will receive critical feedback from their peers. The professor will give specific information as it relates to this assignment before the assignment is due. PBs 14, 15, 18, 20, 23 and 24. Students will be able to infuse personal biases with diverse groups, understand the forms and mechanisms of oppression, and be able to discuss social and economic justice.

Unit XII-March 29 Continue with presentations
Schriger Chapter 10 & Zastrow Chapter 13 & 14 &15 EP 2.1.5 & 2.1.7

Topic: Sexual Orientation/Biological/psychological/Sociological Aspects of Later Adulthood/Global perspectives and Theories

- Homosexuality and Bi-Sexuality
- Empowerment
- Theories of Aging
- Developmental tasks of Later Adulthood

1. Ethical Dilemma Page 635 PBs 14,15,16,19 & 23; UPs 1, 2,& 3.
2. Highlight 15.2

Unit XIII-April 5 (CONTINUED)
Schriger Chapter 10 & Zastrow Chapter 14, 15 EP 2.1.5 & 2.1.7

Topic: Sexual Orientation/Biological/psychological/Sociological Aspects of Later Adulthood/Global perspectives and Theories

- Homosexuality and Bi-Sexuality
- Empowerment
- Theories of Aging
- Developmental tasks of Later Adulthood
Unit XIV-April 12
Final Review - All chapters after the midterm will be included in the final exam. The exam will consist of easy questions, multiple choice, true/false, and short answers. Please ensure that you have completed all of your readings as this exam is worth 30% of your final grade. Students will be able to recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. EP 2.1.4; 2.1.5 & 2.1.7

Unit XV-April 19, 2012
PB14, 15, 16, 18, 20, 23 and 24.

Unit XVI- April 26
Students will meet with the professor on an individualized basis to discuss final grades and to ensure that each student has a clear understanding of HBSE as practitioner.

Assignment 4:

COMMUNITY PROJECT- You will attend and assist with the People of Color Mental Health Conference for Southern Delaware (A Mini Conference: Successful Reentry After Incarceration) on March 23, 2012. Students will be able to recognize incarceration as a form and mechanism of oppression and discrimination and learn to effectively critique and apply knowledge to better understand person and environment (PB 18, PB 23, PB 24).

Please Note: Use the United Nations and National Public Radio websites for additional and up-to-date resources and discussions on poverty and oppression from rural, global and ecological perspectives, www.un.org and www.npr.org. In addition the references include several old but important sources that are paramount to understanding child development.
REFERENCES


Kelley, M.A. (2007). Building “Comunidad de Bienestar” in Puerto Rican Chicago:

Community culture, development and health. ACOSA Update, 21, (1/2), pp.3, 14.
