

Prefix and Course Number: SWK3060

METROPOLITAN STATE COLLEGE OF DENVER
Office of Academic Affairs

REGULAR COURSE SYLLABUS

School of : Letters Arts and Sciences

Department: Social Work

CIP Code: 44.0701

Semester(s) Offered: Spring

Prefix & Course Number: SWK 3060 Crosslisted With*: _____

Course Title: Human Behavior and the Social Environment II

Check All That Apply: Required for Major: Required for Minor: Specified Elective: Required

for Concentration: Elective: Service Course:

Credit Hours: 3 (3+0)

Contact Hours: Lecture 45 Lab 0 Internship 0 Practicum 0

Schedule Type(s): L and J Grading Mode(s): L

Repeat* (Variable topics): _____

*(Pertinent only if the course can be repeated; enter maximum number of hours that can be earned by taking this course.)

Restrictions (Variable Topics Course): NA

Prerequisite(s): SWK 3050 or permission of instructor.

Corequisite(s): None

Prerequisite(s) or Corequisite(s): ___

Banner Enforced:

Prerequisite(s):

Corequisite(s): ___

Prerequisite(s) or Corequisite(s): ___

Catalog Course Description:

This course explores biopsychosocial theories of human behavior and development – adolescence to later adulthood – with special sensitivity to the meaning of culture and diversity. Concepts such as social injustice, psychological perspective and empowerment are included.

APPROVED:

Department Chair/Institute Director

Date

Dean

Date

Associate VP, Academic Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

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Required Reading and Other Materials will be equivalent to (Title, Author, Publisher, Copyright Date:

Understanding Human Behavior and the Social Environment, Zastrow, C. and Kirst-Ashman, K., Thomson Brooks/Cole, 2007 or current edition.

Specific (Measurable) Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to:

1. Restate the major theoretical perspectives on the bio-psycho-social-cultural aspects of human behavior infancy through early adolescence.
2. Compare and contrast how past theories may have reflected the biases toward oppressed populations at risk-ethnic minorities and other diverse groups (women/children, gays/lesbians, the developmentally delayed and the aging).
3. Illustrate the reciprocal relationship of individuals and systems in the environment at the micro (individual), mezzo (family and groups) and macro (organizations and communities) level from an ecological perspective.
4. Analyze how systems, including political and economic factors, in the environment can promote or deter people in the maintenance or attainment of optimal health and well-being.
5. Evaluate research methodologies and findings as they pertain to Human Behavior and the Social Environment with particular sensitivity to oppressed ethnic minorities and other diverse groups such as women and children, gays/lesbians/bisexuals/transgenders, the developmentally delayed and the aging.
6. Discuss the personal and historical experiences of social and economic injustice and adaptation of ethnic minorities and other diverse groups.
7. Apply the values and ethics of the social work profession and develop a non-judgmental attitude and appreciation of culture and diversity.
8. Recognize that people are unique and constantly changing and developing.
9. Relate theoretical knowledge to social work generalist practice with individuals, families, groups, organizations and communities through case examples.
10. Examine the ways in which the social service delivery system can be more responsive to individuals, families, groups, organizations and communities from an empowerment perspective.

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision):

- I. Review Person and the Environment
 - A. Environmental Factors
 1. Social and Physical Environment
 2. Reciprocal Relationships
 3. Gaps – Needs and Services Energy
 4. Stress, Coping and Development
 5. Social, Economic and Cultural Factors

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- B. Developmental Milestones
 - 1. Normal Developmental Milestones
 - 2. Life Events
- C. Medical Model vs. Ecological Model of Human Behavior

II. Adolescence and Young Adulthood

- A. Biological Aspects – of Adolescence
 - 1. The Growth Spurt
 - 2. Physical and Individual Identity
- B. Biological Aspects of Young Adulthood
 - 1. Physical Development
- C. Significant Issues – Adolescence
 - 1. Sexual Activity
 - 2. Sexually Transmitted Diseases/ AIDS
- D. Psychological Aspects of Adolescents and Young Adulthood – Review and Critique
 - 1. Identity Formation
 - a. Erikson Psychosocial Theory
 - b. Implications
 - c. Marcia's Categories of Identity
 - 2. Moral Development
 - a. Kohlberg's Theory
 - b. Moral Development and Women: Gilligan's Approach
- E. Social and Environmental Aspects – Adolescence and Young Adulthood – Review and Critique
 - 1. Movement from Dependence to Independence
 - 2. Choosing a Personal Lifestyle
 - 3. Social Problems
 - a. Emotional and Behavioral Problems
 - b. Crime and Delinquency
 - c. Eating Disorders

III. Middle Adulthood

- A. Biological Aspects
 - 1. Mid-Life Crisis
 - 2. Sexual Functioning
 - 3. AIDS
- B. Psychological Aspects – Review and critique
 - 1. Generativity vs. Stagnation
 - 2. Peck's Theories
 - 3. Levinson's Theories of Life Structure, Eras, Transitions for Men
 - 4. Maslow's Hierarchy of Needs
- C. Social and Environmental Aspects – Review and Critique
 - 1. The Functionalist Perspective
 - 2. The Conflict Perspective
 - 3. The Interactionist Perspective
 - 4. Poverty
 - 5. Social Exchange Theory

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6. Equity Theory

- IV. Later Adulthood
 - A. Biological Aspects
 - 1. Senescence
 - 2. What Causes Aging
 - 3. Factors that Influence the Aging Process
 - 4. Diseases and Causes of Death
 - 5. Wellness
 - B. Psychological Aspects – Review and Critique
 - 1. Developmental Tasks of Old age
 - 2. Integrity vs. Despair
 - 3. Successful Aging
 - 4. Life Events
 - 5. Reactions to Death Our Society
 - C. Social and Environmental Aspects – Review and Critique
 - 1. Minority Group
 - 2. Political Force
- V. Gender Roles and Sexism
- VI. Sexual Orientation

Evaluation of Student Performance:

Mid-term Exam
Term paper (8-10 pages)
Participation in Discussions and Activities
Final Exam