Brigham Young University – Hawai‘i  
Social Work 357: Human Behavior in the Social Environment, Part I  
Summer 2014 Course Syllabus

Instructor: Christian D. Kunz, MSW  
Office: MPC 117
Classroom: MPC 103  
Office Hours: Open
Class Time: MWF 9:50 A.M. – 12:00 P.M.  
Phone #: (808) 675-3836
Credits: 3.0  
Email: christian.kunz@byuh.edu

Mission Statement:
The Brigham Young University Hawai‘i Social Work Department supports the overall mission of the University and the Church of Jesus Christ of Latter-day Saints by preparing culturally competent, effective, and ethical social work professionals committed to providing services to the poor and oppressed. The department also provides opportunities for students to take leadership roles in supporting and promoting social justice and the social work profession internationally by facilitating peace within individuals, families, communities, and nations.

Course Description:
Social Work 357: Human Behavior in the Social Environment I is the first of a two course sequence devoted to the study of human behavior and the impact of the social environment on that behavior. Human Behavior in the Social Environment I will focus on the phases of Infancy & Childhood and Adolescence in the life cycle. Attention will be given to the biological, psychological, and social development of individuals during each phase of the life cycle. This course will utilize an ecosystems theoretical framework and will explore numerous other theories of Human Behavior in the Social Environment through the lenses of micro, mezzo, and macro perspectives. Social work values and ethics will be discussed. Particular attention will be paid to human diversity and populations at risk, including groups distinguished by gender, race, socio-economic status, class, ethnicity, sexual orientation, age, and disability. Special emphasis will also be placed on the development of empathy in the student. This course is designed to build foundational knowledge to help prepare the student for generalist social work practice.

Course Objectives: (Also known as Student Learning Outcomes or SLOs)
At the completion of this course:
1. Students will be able to examine and assess problematic situations and identify various alternatives available to the client.
2. Students will be able to articulate a basic understanding of ecosystems theory and it application in social work.
3. Students will be able to explain the major biological developments and changes that take place during infancy, childhood, and adolescence.
4. Students will be able to identify the basic elements of Freud’s psychodynamic theory, Piaget’s theory of cognitive development, and other theories relevant to the psychological development of infants and children.

5. Students will be able to describe learning theory and its application within social work, along with an understanding of the importance of social interaction during the infancy and early childhood phases of the life cycle.

6. Students will be able to explain Erikson’s psychosocial theory, along with other theories relevant to the psychological and moral development of adolescents.

7. Students will be able to discuss the underlying causes of adolescent suicide and intervention strategies to combat its occurrence.

8. Students will be able to illustrate the impact of social pressures on adolescents, including the development of eating disorders.

9. Students will be able to demonstrate the ability to empathize with potential clients experiencing a wide range of social problems.

10. Students will be able to present a major project that they have completed to display their knowledge of Human Behavior in the Social Environment.

**University, Program, and Course Policies:**

1. **Preventing Sexual Harassment**
   Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student to student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8875 (24 hours).

2. **Students with Disabilities**
   Brigham Young University Hawai‘i is committed to providing a working and learning atmosphere, which reasonably accommodates a qualified person with disabilities. If you have a disability that may impair your ability to complete this course successfully, please contact the students with Special Need Coordinator, Leilani Auna at 293-3999 or 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875.

3. **Final Examination**
   All students should be aware of the Brigham Young University Hawai‘i policy that there are no early final exams. An exception to this policy is the case of a school sponsored activity which takes an individual or a team away from the University at the time an examination is
scheduled to take place. Faculty and Administration who are responsible for scheduling official University activities attempt in every way to avoid scheduling activities in conflict with the scheduled examinations. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Emergency situations should be presented in writing as soon as possible to the Dean of the college or school of the student’s major.

Less expensive fares, more convenient travel arrangements, and any other non-emergency reason are not considered justification for early or late final exams. Students are responsible for making certain that family and friends who may supply tickets or make travel arrangements for a student are aware of the student’s need to complete courses by taking the final examination as scheduled.

4. Academic Dishonesty

Academic dishonesty of any sort will not be tolerated. You are advised to obtain a copy of the Honor Code and refer in particular to the passages on academic dishonesty and disciplinary measures. You should become familiar with the sections related to plagiarism and to avoid it. Plagiarism is “knowingly representing by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment.” Again, plagiarism will not be tolerated and ignorance of what constitutes plagiarism is no excuse.

Students who are discovered to have committed academic dishonesty will receive a zero on the assignment for the first occurrence and will be dismissed from the class on the second occurrence. Brigham Young University Hawai’i requires that a referral be made to the Honor Office each time a student is found to have committed academic dishonesty.

5. Statement on Content and Academic Inquiry

Exploring issues in social work requires the ability to tolerate controversy and conflict. Social workers must be able to explore and consider all aspects of the human experience as they examine both traditional and alternative paradigms. There may be material presented in this class that you may find personally objectionable. You are encouraged to explore how you think and feel about the content as part of an open academic dialogue. The informed use of self is a valued aspect of the helping professional. Thus, learners must be prepared to engage their thoughts, feelings, and behaviors with an open mind.

As learners, we are expected to be self-directed and assume initiative and responsibility for our learning; to rely on empiricism, logic, and evidence in advancing our intellectual development; and to appreciate that learning and evaluation are subjective/reflective processes that parallel relationship dynamics outside the classroom as well as within.
6. **Electronics in the Classroom**

   Laptop or tablet computers may be used in the classroom only for the purpose of taking lecture notes. Laptops should not be used for email, social networking, shopping, games, or any other purpose. No other electronic devices should be used in the classroom. Violations of this policy will affect the student’s attendance and professional grade. The only exceptions to this policy would be if electronic devices are needed to research during class preparation time for a group presentation or if Brother Kunz asks someone to quickly look up something on the internet.

7. **Late Assignments**

   Late assignments will be deducted **10%** for each day (24 hour period) the assignment is late. No assignments will be accepted after the final examination has been given.
Course Requirements:

Chapter Quizzes – The content taught in this course is critical to a successful career as a social worker. To ensure maximum comprehension, students will be given a quiz covering each chapter of the textbook. Chapter quizzes will consist of ten multiple choice questions, worth 2 points each. Chapter quizzes will be given at the end of the final class period covering each chapter. Dates for each chapter quiz are listed on the class schedule. Chapter quizzes will not be administered late, so please make sure you are aware of closing dates and plan accordingly. Chapter quizzes will be worth 20 points each.

Examinations – Human Behavior in the Social Environment, which is taught over the course of two semesters, is divided into four units. Each unit focuses on a major phase of the life cycle and each unit will take half of a semester to cover. An examination will be given after each unit, meaning that the midterm examination of this course will cover Unit I and the final examination of this course will cover Unit II. Examinations will not be comprehensive. Examination questions will consist of a mixture of multiple choice, fill in the blank, short answer, and essay questions. Examination questions will cover information found in reading assignments not discussed in class and information discussed in class that is not found in the book. To do well, it is imperative that students read the reading assignments and attend class. Examinations will be given during class time, as indicated on the class schedule. Examinations will not be administered late, so please make sure you are aware of examination dates and plan accordingly. Examinations will be worth 100 points each.

Chapter Assignments – At various times throughout the semester assignments will be given in class. Chapter assignments will consist of both individual and group activities. Due dates for chapter assignments will be given in class. It is recommended that students always have their course syllabus with them in class so that they can keep all due dates in one place. Chapter assignments may include anything from reflection papers, to research projects, to class presentations. Chapter assignments may be worth up to 215 total points for the semester.

Major Project – To allow students an opportunity to demonstrate the knowledge of Human Behavior in the Social Environment that they have gained, each student will be asked to complete a major project. Students are given great latitude in choosing what to do for their major project. Examples of major projects could include writing an in-depth research paper (A.P.A. format), creating a movie, writing an in-depth life reflection, organizing and completing a service project, preparing a class presentation, creating a public awareness campaign, or limitless other possibilities. Major projects should focus on either the Infancy & Childhood or Adolescence stages of the life cycle. Students are required to submit a major project proposal via Canvas by Friday, May 2nd. Proposals should be detailed and professionally written. Proposals will be graded and are worth 5 points. Brother Kunz reserves the right to deny proposals and require resubmission. The expectation is that major projects should take at least 20 hours of work outside of class and students are asked to turn in a time log of the hours they
have dedicated to the project. Major projects are due at the beginning of class on **Monday, June 2nd**. Major projects are worth 100 points.

**Attendance & Professionalism** – Attendance and professionalism are considered a requirement for this course. It is my expectation that students will be on time, take notes, and only use a computer or other electronic device if it is directly related to the class and not disruptive. Each day (2) points will be available for attendance and professionalism. Students who come to class will receive one point and students who are on time will receive a second point. Students who are inattentive in class (on Facebook, texting, sleeping, etc.) will forfeit either or both of these points for the day. Leaving class early is considered the same as being late. I do not excuse absences for any reason, other than school excused activities. Attendance & professionalism is worth a total of 40 points for the semester.

**Point Breakdown:**

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Chapter Quizzes</td>
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<tr>
<td>Examinations</td>
<td>200</td>
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<tr>
<td>Chapter Assignments</td>
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<tr>
<td>Major Project Proposal</td>
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<tr>
<td>Major Project</td>
<td>100</td>
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<tr>
<td>Attendance &amp; Professionalism</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Up to 700</strong></td>
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**Grading:**

- 94-100% = A
- 90-93% = A-
- 87-89% = B+
- 84-86% = B
- 80-83% = B-

- 77-79% = C+
- 74-76% = C
- 70-73% = C-
- 67-69% = D+
- 64-66% = D

60-63% = D-

0-59% = F

All percentages will be rounded to the nearest whole number.

*** Please note that as a social work major, you must earn a C- or better in this course, or you will be required to repeat the course.

**Required Textbook:**

**Bonus Section:**

**Devotionals** – Brigham Young University – Hawai‘i offers students the unique opportunity to focus on their spiritual well-being each week by attending devotional. This hour can prove to be a critical part in a student’s academic success by providing spiritual relief in a stressful environment and focusing the student’s attention on the things that are most important in life. To encourage students to take advantage of this tremendous opportunity, I offer extra credit to students who attend devotional in person and submit a video reflection on the topic via Canvas. This is entirely voluntary on the part of the student. Shortly after the semester begins, each student will receive an invitation to join a Canvas course entitled “S14 – Devotional Reflections” where I will ask for your thoughts on devotional each week. Students who upload a video reflection of at least (1) minute in length will receive (1) extra point for each of Brother Kunz’s classes that they are enrolled in. Only one video needs to be uploaded each week. Extra credit points will be weighted with the student’s attendance & professionalism grade. For students who do not have access to a webcam, I will accept type written reflections of at least 250 words. For students who work during devotional, I will allow them to watch the video replay of the devotional each week. Reflections must be completed within one week of the corresponding devotional to receive extra credit.

**Exceptional Work** – I believe in awarding students for outstanding effort. For students who go the extra mile on a specific assignment or project, I reserve the right to award a grade higher than 100% for that assignment or project. Please note that to receive extra credit, truly exceptional work must be shown which goes above and beyond the requirements of the assignment. The awarding of these extra points is strictly at the discretion of Brother Kunz and should not be counted on by the student.

**Student Ratings** – As a way of encouraging students to complete the university’s student ratings, I offer all students who complete these evaluations (5) five extra credit points in each of my classes for which they complete the ratings. Please be honestly in your evaluations and leave comments. I thoroughly review the evaluations and comments in an effort to improve my classes for future semesters. Student ratings are confidential. The student rating can be found at studentratings.byuh.edu towards the end of the semester. To receive extra credit, student ratings must be completed before class on **Wednesday, June 4th**.
Tentative Class Schedule:
(This schedule should not be considered binding and I reserve the right to amend the schedule at any time and for any reason.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Reading</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 21st</td>
<td>Syllabus Review, Core Stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 23rd</td>
<td>Chapter 1 – Introduction, Key Concepts</td>
<td>1-20</td>
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<td>April 25th</td>
<td>Chapter 1 – Ecosystems, Macro Systems</td>
<td>20-52</td>
<td>Quiz #1</td>
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<tr>
<td>April 28th</td>
<td>Chapter 2 – Reproduction, Development</td>
<td>56-77</td>
<td></td>
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<tr>
<td>April 30th</td>
<td>Chapter 2 – Abortion, Infertility</td>
<td>77-101</td>
<td>Quiz #2</td>
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<tr>
<td>May 2nd</td>
<td>Chapter 3 – Psychological, Cognitive Develop</td>
<td>104-129</td>
<td>Major Project Proposals Due</td>
</tr>
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<td>May 5th</td>
<td>Chapter 3 – Emotions, Disabilities</td>
<td>129-162</td>
<td>Quiz #3</td>
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<tr>
<td>May 7th</td>
<td>Chapter 4 – Socialization, Learning Theory</td>
<td>165-200</td>
<td></td>
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<tr>
<td>May 9th</td>
<td>Chapter 4 – Peers, Child Maltreatment</td>
<td>200-234</td>
<td>Quiz #4</td>
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<td>May 12th</td>
<td>Midterm Examination</td>
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<td>May 14th</td>
<td>The Inspiration Project Overview</td>
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<td>May 16th</td>
<td>Chapter 6 – Substance Abuse, Sexuality</td>
<td>277-296</td>
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<tr>
<td>May 19th</td>
<td>Chapter 6 – STDs, Contraception</td>
<td>296-310</td>
<td>Quiz #6</td>
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<tr>
<td>May 21st</td>
<td>The Inspiration Project Presentations</td>
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<tr>
<td>May 23rd</td>
<td>Chapter 7 – Identity, Moral Development</td>
<td>312-332</td>
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<td>May 26th</td>
<td>Memorial Day (No Class)</td>
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<tr>
<td>May 28th</td>
<td>Chapter 7 – Assertiveness, Suicide</td>
<td>337-360</td>
<td>Quiz #7</td>
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<tr>
<td>May 30th</td>
<td>Chapter 8 – Independence, Eating Disorders</td>
<td>353-376</td>
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<td>June 2nd</td>
<td>Chapter 8 – Crime, Group Work</td>
<td>376-396</td>
<td>Quiz #8, Major Projects Due</td>
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<td>June 4th</td>
<td>Bully</td>
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<td>Student Ratings Due</td>
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<tr>
<td>June 6th</td>
<td>Final Examination</td>
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The Spirit of Aloha:

BYU-Hawai‘i is an extraordinarily unique educational setting that combines religious and academic pursuits into an environment that is open and welcoming to all. A critical element to the rare atmosphere here at BYU-Hawai‘i is the Spirit of Aloha. The Spirit of Aloha has been compared to the love of Christ, to charity, to compassion, and to the genuine openness and embrace that Hawaiians have for all mankind. In ancient Hawai‘i children were taught the Spirit of Aloha from a very young age. The book “Tales of the Night Rainbow” by Koko Willis and Pail Jae Lee provide the following as being a part of the teaching of young Hawaiians in ancient days:

Aloha is being a part of all and all being a part of me.
When there is pain – it is my pain.
When there is joy – it is mine also.
...

This is Hawaiian – this is Aloha!

This Spirit of Aloha is critical in the practice of social work. Being able to understand, embrace, and share the pain of another human soul is a unique and powerful gift and one that can inspire a lot of change in the world. I would ask that each of you, regardless of your future life pursuits, seek to embrace the Spirit of Aloha while you are here at BYU-Hawai‘i and take it with you wherever your life may take you.
Appendix 1: SLOs, PLOs, ILOs, and Core Competencies Alignment

Student Learning Outcomes (SLOs) for SOCW 357: Human Behavior in the Social Environment I:
At the completion of this course:
1. Students will be able to examine and assess problematic situations and identify various alternatives available to the client.
2. Students will be able to articulate a basic understanding of ecosystems theory and its application in social work.
3. Students will be able to explain the major biological developments and changes that take place during infancy, childhood, and adolescence.
4. Students will be able to identify the basic elements of Freud’s psychodynamic theory, Piaget’s theory of cognitive development, and other theories relevant to the psychological development of infants and children.
5. Students will be able to describe learning theory and its application within social work, along with an understanding of the importance of social interaction during the infancy and early childhood phases of the life cycle.
6. Students will be able to explain Erikson’s psychosocial theory, along with other theories relevant to the psychological and moral development of adolescents.
7. Students will be able to discuss the underlying causes of adolescent suicide and intervention strategies to combat its occurrence.
8. Students will be able to illustrate the impact of social pressures on adolescents, including the development of eating disorders.
9. Students will be able to demonstrate the ability to empathize with potential clients experiencing a wide range of social problems.
10. Students will be able to present a major project that they have completed to display their knowledge of Human Behavior in the Social Environment.

Program Learning Outcomes (PLOs) for the BYU-Hawaii Social Work Department:
Upon completing a major in Social Work, students will:
1. Be able to ask questions that demonstrate critical thinking skills within the context of professional social work practice.
2. Know the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Be able to role play practice without discrimination and with respect, knowledge, and skills related to consumer’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Be able to discuss the forms and mechanisms of oppression and discrimination and the strategies of advocacy and social change that advance social and economic justice.
5. Be able to discuss the history of the social work profession and its contemporary structures and issues.
6. Know the knowledge and skills of generalist social work practice with systems of all sizes.
7. Be able to discuss the theoretical framework supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Be able to analyze, formulate, and influence social policies.
9. Be able to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Be able to demonstrate communication skills differentially across consumer populations, colleagues, and communities.
11. Be able to work under supervision and consultation for appropriate social work practice.
12. Be able to function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Be able to discuss the profession of social work in Asia and the Pacific within the global context.

Institutional Learning Outcomes (ILOs) for Brigham Young University – Hawaii:
Graduates of Brigham Young University – Hawaii will be able to demonstrate competence in the following seven areas:
1. Knowledge – Both breadth and depth of knowledge.
2. Inquiry – Demonstrating information literacy and critical thinking to understand, use, and evaluate evidence and sources.
3. Analysis – Using critical thinking to analyze arguments, solve problems, and reason quantitatively.
4. Communication – Communicating effectively in both written and oral form, using integrity, good logic and appropriate evidence.
5. Integrity – Integrating spiritual and secular learning and behaving ethically.
6. Stewardship – Using knowledge, reasoning, and research to take responsibility for and make wise decisions about the use of resources.
7. Service – Using knowledge, reasoning and research to solve problems and serve others.

Council on Social Work Education Educational Policy and Accreditation Standards Core Competencies:
The Council on Social Work Education, in Educational Policy and Accreditation Standards, has identified 10 core competencies that all graduates from schools of social work are expected to possess. Each social work graduate is expected to:
1. Identify as a professional social worker and conduct oneself accordingly. (2.1.1)
2. Apply social work ethical principles to guide professional practice. (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments. (2.1.3)
4. Engage diversity and difference in practice. (2.1.4)
5. Advance human rights and social and economic justice. (2.1.5)
6. Engage in research-informed practice and practice-informed research. (2.1.6)
7. Apply knowledge of human behavior and the social environment. (2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (2.1.8)
9. Respond to contexts that shape practice. (2.1.9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (2.1.10)

**Alignment of SLOs, PLOs, ILOs, and EPAS Core Competencies:**

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLOs)</th>
<th>Related Program Learning Outcomes (PLOs)</th>
<th>Related Institutional Learning Outcomes (ILOs)</th>
<th>Related EPAS Core Competencies</th>
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<tbody>
<tr>
<td>SLO 1</td>
<td>PLO1, PLO6</td>
<td>ILO1, ILO2, ILO3</td>
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<td>SLO 2</td>
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<td>SLO 3</td>
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<td>SLO 4</td>
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<td>SLO 5</td>
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<td>SLO 10</td>
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