

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	Social Work
Course Number and Title:	SOWK 333 Human Behavior in the Social Environment
Division:	Lower
Faculty Name:	Larry W. Owens, Ed.D., CSW
Semester Credit Hours:	3

Prerequisites: One (1) individual and family development course AND one (1) introductory social work course; both these courses may be taken concurrently with SOWK 333. These prerequisites are waived for non-social work majors.

COURSE DESCRIPTION

This course will provide a foundational understanding of the biological, psychological, and social aspects of human development within a variety of social systems. We will study human development with attention to the interaction between individuals, families, communities, and the changing social environment, as it pertains to four phases of life: infancy/young childhood; adolescence; young/middle adulthood; and later adulthood. Traditional approaches to life stages will be considered. As well, we will examine the interaction between human development and diversity, human rights, social justice, privilege, and oppression. This course will look at the worldviews of diverse populations in order to better develop cultural humility, with particular attention to populations in countries on the Semester at Sea Spring 2019 itinerary.

LEARNING OBJECTIVES

1. Recognize the National Association of Social Workers' Code of Ethics and the IFSW Principles of Ethics as a guiding framework for making ethical choices in social work practice situations. (Comp 1)
2. Recognize the role of diversity and difference in shaping life experiences at the micro, mezzo, and macro ecological levels. (Comp 2)
3. Critically analyze how theories addressing human behavior in the social environment can be used to understand systems of oppression, and advocate for human rights at the micro, mezzo, and macro ecological levels. (Comp 3)
4. Recognize the role of theory in informing scientific inquiry and research. (Comp 4)

5. Apply multiple theoretical frameworks and sources of knowledge to engage and assess with individuals, families, organizations and communities, including developmental frameworks, person-in-environment perspectives, cultural frameworks, and micro, mezzo and, macro influences on human behavior. (Comp 6, 7)
6. Identify how theory is applied in the development of social work interventions. (Comp 8)
7. Recognize the value of theory in the evaluation of social work interventions across micro, mezzo, and macro contexts. (Comp 9)

Learning Objective	Content/Topics	CSWE Competency	Objective Level
1	<ul style="list-style-type: none"> • Introduction to theoretical and ethical lenses for social work • NASW Code of Ethics and Values • IFSW Statement of Principles 	1	I, E
2	<ul style="list-style-type: none"> • Ecosystems theory and the lifecourse perspective • Theoretical lenses of racism, discrimination, privilege and oppression, social and economic justice, social change and action and community organization. • Exploration of self-identity through identity wheel demonstrating intersectionality and a privilege demonstration • Application of these concepts to cases representing each life stage: pre-pregnancy/pregnancy, infancy, early childhood, childhood, adolescence, early adulthood, middle adulthood and older adulthood, through a global lens 	2	I, E
3	<ul style="list-style-type: none"> • Ecosystems theory and the lifecourse perspective • Understanding of cultural relativism, ethnicity & ethnic identity, ethnocentrism, social class, worldview, multiculturalism • The NASW Standards for Culturally Competent Social Work Practice and IFSW Statement of Principles • Critical theoretical perspectives: critical practice theory, critical race theory • Social change and action perspectives 	3	I, E

4	<ul style="list-style-type: none"> The importance of theory for social work research; theory as a measurement framework for intervention evaluation Interactive discussion on the use of theory in social work research, critical perspectives 	4	I, E
5	<ul style="list-style-type: none"> Theoretical lenses for conceptualizing problems and interventions, including person in the environment, biopsychosocial theory, sociocultural dimensions, and social change dimensions Key social work theories applied across human development stages (prenatal to end-of-life) and ecosocial system levels (micro ,mezzo, macro): <ul style="list-style-type: none"> <i>Theories of Development:</i> Piaget, Vygotsky, Freud, Erickson, Kohlberg, Gillian <i>Theories & Perspectives of Learning & Living:</i> Social Learning Theory, Symbolic Interaction, Social Constructivism, Existentialism, Humanistic Perspectives, Person-Centered Therapy <i>Theories & Perspectives of Societal Functioning:</i> Conflict Theory, Functionalism Theory, Feminist Theory, Cultural Perspectives, Community Organization Theories, <i>Theories & Perspectives on Oppression & Justice:</i> Theories of Racial Discrimination and Oppression, Social & Economic Justice, Societal Change and Social Action Utility and application of ecomaps and genograms, with a global lens 	6,7	I, E
6	<ul style="list-style-type: none"> Identification of theoretical applications in past and contemporary social work intervention Discuss the use of theory in child maltreatment research 	8	I, E
7	<ul style="list-style-type: none"> Theory as a critical aspect of evidence-based practice, identification of measurable change within theoretical perspectives Application of social work theory to emerging social work problems and solutions. Discuss a social work evaluation article that makes use of theoretical concepts as measurement constructs 	9	I, E

CSWE CORE COMPETENCES

1	Demonstrate ethical and professional behavior	<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics and IFSW Statement of Principles • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
2	Engage diversity and difference in practice	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels • Present themselves as learners and engage clients and constituencies as experts of their own experiences • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3	Advance human rights and social, economic and environmental justice	<ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels • Engage in practices that advance social, economic, and environmental justice in a global context
4	Engage in Practice-Informed Research and Research-Informed Practice	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research
6	Engage with individuals, families, groups, organizations and communities	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
7	Assess individuals, families, groups, organizations and communities	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to assess clients and constituencies
8	Intervene with individuals, families, groups, organizations and communities	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
9	Evaluate practice with individuals, families,	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and

	groups, organizations and communities	other multidisciplinary theoretical frameworks in the evaluation of outcomes
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REQUIRED TEXTBOOK

AUTHOR: Taun Rogers, Anissa
 TITLE: *Human Behavior and the Social Environment: Perspectives Development and the Life Course*
 PUBLISHER: New York, NY: Routledge
 ISBN #: 978-1-138-81951-1
 DATE/EDITION: 2016, 4th edition

Other Readings

- IFSW (2018). Statement of ethical principles. Retrieved from <https://www.ifsw.org/statement-of-ethical-principles/?hub=main>.
- NASW (2017). Code of ethics of the National Association of Social Workers. Alexandria, VA: Author. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

TOPICAL OUTLINE OF COURSE

Date/Location	Topic	Readings/Assignments
B Day, Lido Terrace 12:30-13:50		
Depart Ensenada, Mexico – January 05		
B1—January 08	Syllabus/Course Overview	
B2—January 10	Theoretical Lenses of Social Work	Taun Rogers, Chp. 1
Honolulu, Hawaii – January 12		
B3—January 13	The Person in the Environment	Taun Rogers, Chp. 2
B4—January 15	The Person in the Environment	Taun Rogers, Chp. 2
International Date Line crossing (Lost Day) – January 16		
B5—January 18	Biopsychosocial Dimensions	Taun Rogers, Chp. 3
Study Day (No Class) – January 19		
B6—January 21	Biopsychosocial Dimensions	Taun Rogers, Chp. 3
B7—January 23	Sociocultural Dimensions	Taun Rogers, Chp. 4
Kobe, Japan – January 24-28		

B8 —January 30 <i>Shanghai, China — January 31 - February 01</i>	Sociocultural Dimensions	Taun Rogers, Chp. 4
<i>In-Transit — February 02-03</i>		
<i>Hong Kong, SAR — February 04-05</i>		
B9 —February 07 <i>Ho Chi Minh City, Vietnam — February 08-13</i>		Exam 1: Taun Rogers, Chps. 1-4
B10 —February 15 <i>Community Programming (No Class) — February 16</i>	Social Change Dimensions	Taun Rogers, Chp. 5
B11 —February 18 <i>Yangon, Myanmar — February 19-23</i>	Social Change Dimensions	Taun Rogers, Chp. 5
B12 —February 25 <i>Cochin, India — February 28 – March 05</i>	Pre-Pregnancy & Prenatal Issues	Taun Rogers, Chp. 6 Field Class Assignment Due
B13 — February 27 <i>Community Programming (No Class) — March 07</i>	Infancy & Early Childhood	Taun Rogers, Chp. 7
B14 —March 08 <i>Port Louis, Mauritius — March 11</i>	Middle Childhood	Taun Rogers, Chp. 8
B15 —March 10 <i>B16</i> —March 13 <i>B17</i> —March 15		Exam 2: Taun Rogers, Chps. 5-8
<i>B18</i> —March 17 <i>Cape Town, South Africa — March 18-23</i>	Early Adulthood	Taun Rogers, Chp. 10 Theory Application Paper Due
<i>B19</i> —March 25 <i>B20</i> —March 27 <i>B21</i> —March 29 <i>Takoradi, Ghana — March 30 - April 01</i>	Middle Adulthood	Taun Rogers, Chp. 11
<i>Tema, Ghana — April 02-03</i>	Late Adulthood	Taun Rogers, Chp. 12
B22 —April 05	Late Adulthood	Taun Rogers, Chp. 12

B23 —April 07	Challenges & Opportunities in Social Work	Taun Rogers, Chp. 13
<i>Study Day (No Class) — April 08</i>		
B24 — April 10	Challenges & Opportunities in Social Work	Taun Rogers, Chp. 13
<i>Casablanca, Morocco — April 11-15</i>		
<i>Study Day – April 16</i>		Independent Field Assignment Due
B25 —April 18	B Day Final Exam	Exam 3: Taun Rogers, Chps. 9-13
<i>Arrive Amsterdam — April 21</i>		

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment (20%)

The Field Class for this course is **February 20, 2019**.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class: Self-Care, Self-Compassion, and Wellness

Country: Myanmar (Burma)

Date: February 20, 2019

Field Class Description: The helping profession is a high-stress profession; helping professionals experience high levels of job burnout. Likewise, across disciplines, “burnout, stress, and depression have become worldwide epidemics” (Huffington, 2015, p. 30). In response to this ubiquitous epidemic, holistic attention to self-care, self-compassion, and wellness is growing. Prior to the field class, students will be provided information about these phenomena. Then, the field class will involve a day-long visit that contains several components related to self-care, self-compassion, and wellness. Meditation, mindfulness, and yoga are effective in stress reduction. These approaches have been an integral part of East Asian and South Asian culture, but are only recently becoming part of American culture. We will take a trip to a meditation or yoga center to learn about and practice the art of meditation and/or yoga. We will also visit a local temple to learn more about the culture. In particular, we will learn about Buddhist philosophy, especially as it relates to self-

compassion. We will explore holistic approaches to health, including food and tea. We will learn about the importance of different food ingredients and tea rituals in the culture.

Field Class Assignment (Due February 25): Throughout the day, students will be asked to keep a journal and write a paper detailing their experience, how it ties into topics we have discussed so far, and identifying reflective questions for further discussion.

Objectives:

1. Explore issues of burnout and stress in professional practice and human well-being
2. Gain an active understanding of Eastern culture, religion, and food.
3. Develop an appreciation for meditation and yoga as possible components of self-care, self-compassion, and wellness practice for professionals.

Independent Field Assignments (20%)

Students select a specific population group for observation and interaction in port throughout the voyage. A population group may be (but not limited to): age group (children, teens, young & middle aged adulthood, senior adults); gender, gender expression, or sexual orientation; differently abled; and so forth. Students make observations about their selected populations group in all of our port cities, and have informal interactions with locals.

Students will answer the following questions for at least three port cities. In a sense, you will be doing a scavenger hunt related to your population group, where you will collect artifacts in different kinds of domains (e.g. politics, advertising, etc.). Your observations can be about anything, but the questions below will help you focus your observations and interactions, and help you to identify patterns. Please write your observations in a field notebook, and then type them up into a document that you will submit. This journal and your scavenger hunt presentation will count toward 20% of your final grade.

Fieldwork Questions:

- Is your population group equally visible in public spaces (on streets, sidewalks, plazas)?
- Is your population group's work equally visible in public spaces?
- What media images do you observe about your population group at each location (billboards, advertising, etc.)?
- Describe examples of discrimination or bias toward your population group (or those NOT a part of your population group).
- How do your observations of your population group compare to your observations in the United States (or your home country)?
- Apply at least three specific concepts from your readings that inform your observations about your selected population group

Rather than giving an answer to each question, speculate about the reasons for the patterns you observe, relating them to course materials. Include sketches as appropriate. Take photos only if you can avoid invading anyone's privacy and can comply with the Semester at Sea policy on taking photographs.

METHODS OF EVALUATION

Application of the Ecosystems Framework to Understanding the Causes of a Contemporary Social Work Issue (20%)

This essay assignment is designed to help you apply the Ecosystems Framework to understanding the root causes of a contemporary social work issue from a person-in-environment perspective. The essay should be 4-6 pages in length (not including your title page and references), should be written in third person, and should follow APA formatting guidelines. (5 points)

Select a contemporary social work issue of your choice and use peer-reviewed literature and other appropriate resources to research underlying root causes of the issue at the micro, mezzo and macro ecological levels. Select a specific population affected by the issue on which to focus your analysis.

- Your paper should begin with an introduction to the paper's content and should include key definitions for the social work issue you have chosen, as well as information that supports the importance of the issue (e.g. relevant statistics, information about the severity of the issue and consequences for the individual and society). Describe the population affected by the issue, with attention to how the bio-psycho-social characteristics of the population's life stage might change the impact of the issue. Key questions to answer in this section: What is the issue and why is it important? What are the bio-psycho-social characteristics of the people affected by the issue? (5 points)
- The body of your paper should include sections for each level of the Ecosystems Framework (micro, mezzo and macro). Within each section you should do a thorough job of identifying root causes/risk factors across the lifespan that may contribute to the issue you have selected. Each assertion you make should have at least one supporting relevant and current citation from the literature. Key questions to answer in this section: What are the root causes of the issue? How are the root causes of the issue distributed within the micro, mezzo, and macro ecological levels? (8 points)
- Your paper should end with a conclusion that discusses how the information you have presented may be useful to social workers, other helping professionals, researchers, policy makers, and/or the general public, for improving the eco-social circumstances that lead to the issue you selected. How can the information be used to create change, design interventions, generate public debate, allocate resources and/or influence policy? What additional research is needed to gather more information about the issue? Does the information you presented hold true across diverse populations? Key questions to answer in this section: What are the implications of the information you presented about root causes at the micro, mezzo, and macro levels for social workers and other helping professionals? (7 points)

Examples of contemporary social work issues appropriate to this assignment include (but are not limited to): teen pregnancy; substance abuse; homelessness; post-traumatic stress; dating/relationship violence; access to mental health services; criminal gang involvement; bullying; child abuse; eating disorders; discrimination against people of color, women or LGBTQ populations; grief and loss; elder care; elder abuse; postpartum depression; and

various mental health conditions. In addition to the topics on this list, you may select another topic in consultation with your Professor.

Exams (3 X 10% each)

Three exams administrator throughout the course. The exams cover material from the textbook, PowerPoints, and classroom discussions. The exams are multiple-choice and timed. Exams are designed to mimic the social work licensing exam. Exams are designed to address all Course Objectives.

Assignments	Due Date	% of Grade
Exam 1	February 7 (B9)	10%
Field Class & Assignment	February 20 & 25 (B12)	20%
Exam 2	March 10 (B15)	10%
Application of the Ecosystems Framework (Theory Application Paper)	March 17 (B18)	20%
Independent Field Assignment	April 16	20%
Exam 3	April 18 (B25)	10%
Attendance, Readings, & Participation		10%
Total		100%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory</u>	<u>Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	60-69%: D	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C		
90-92%: A-	80-82%: B-			

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

- Attendance in all Semester at Sea classes, including the Field Class, is mandatory. This course is discussion-focused and this objective cannot be achieved without consistent attendance. Attendance is taken at each class session. The instructor does not differentiate between "excused" and "unexcused" absences, therefore, students are not required to provide the instructor with any formal absence excuses or documentation.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

- Students are expected to respect their fellow students and faculty by not disrupting class by arriving late or leaving early. Chronic late arrivals and early departures result in points being deducted from the final grade.
- Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes not talking out-of-turn and not monopolizing the discussion. Reading magazines and whispering/talking to others is not appropriate in class.
- Students are not to consume meals during the class session. A beverage and small snack is acceptable but no full meals, such as a burger and fries, pizza, etc.
- Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
- Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 5% per day. Late work will not be accepted any later than 5 days after the assignment is due. Most of the assignments are submitted on Canvas (the learning management system).
- Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is written at the college level. The social work/helping profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality.
- Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty. These behaviors result in a zero for the assignment/exam and/or failure for the course. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUEST

None

ELECTRONIC COURSE MATERIALS

- IFSW (2018). *Statement of ethical principles*. Retrieved from <https://www.ifsw.org/statement-of-ethical-principles/?hub=main>.
- NASW (2017). *Code of ethics of the National Association of Social Workers*. Alexandria, VA: Author. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

ADDITIONAL RESOURCES

None