

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

SOWK 300

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

COURSE DESCRIPTION

Human Behavior and the Social Environment is a course that utilizes a life course perspective and additional theoretical perspectives as tools for understanding human behavior and its development across the life span. Particular focus is placed on the inter-relatedness of the biological, psychological, social, and spiritual aspects with a “person in the environment” framework.

RATIONALE

Social workers interact with people on a daily basis. There are various components that impact people’s behavior. This course prepares the student with foundational knowledge necessary for understanding the complexity of human behavior within the context of the social environment.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
- B. Critique and apply knowledge to understand person and environment.
- C. Collect, organize, and interpret client data.
- D. Demonstrate effective oral and written communication.
- E. Practice self-reflection and self-correction to assure continual professional development.
- F. Recognize and communicate his/her understanding of the importance of difference in shaping life experiences.
- G. Assess client strengths and limitations.
- H. Assess client strengths and needs using a bio-psycho-social-spiritual model.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (3)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 250 words, demonstrate course-related knowledge, and include at least 1 biblical principle. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 100 words. All threads and replies must be in current APA format.

D. Self-Ethnography Research Analysis

Research

The student will conduct at least 5 interviews and/or research activities in preparation for his/her Self-Ethnography Research Analysis – Final Submission. The date of the interview/research, the person interviewed or type of research completed, and a summary of findings must be included on the provided form.

Draft

In a 4–6-page paper in current APA style, the student must develop a comprehensive narrative analysis of his/her life from conception to early childhood (mentioning parents, caregivers, and siblings, as applicable). The student will ask family members and/or friends for their perspectives. The goal of this analysis is to help the student understand his/her story from a life course perspective, practice integrating theory with an actual family, understand how one's environment influences psycho-social development, and gain greater self-understanding.

Final Submission

The student will develop a comprehensive narrative analysis of his/her life in an 8–10-page paper using current APA style. The student will interview family members and/or friends for their perspectives. The goal of this analysis is to help the student understand his/her story from a life course perspective, practice integrating theory with an actual family, understand how a person's environment influences psycho-social development, and gain greater self-understanding. (MLOs: A, B, C, D, E, F, G, H)

E. Quizzes (8)

Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes, contain 10 multiple-choice questions, and have a 15-minute time limit.

F. Exams (2)

Each exam will cover the Reading & Study material for the assigned modules/weeks. Each exam will be open-book/open-notes, contain 50 multiple-choice questions, and have a 1-hour and 15-minute time limit.

VI. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist		10
Discussion Board Forums (3 at 70 pts ea)		210
Self-Ethnography Research Analysis		
Research		100
Draft		110
Final Submission		200
Quizzes (8 at 10 pts ea)	(Modules 1–8)	80
Exam 1	(Modules 1–5)	150
Exam 2	(Modules 6–8)	150
	Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

SOWK 300

Textbook: Hutchinson, *Dimensions of Human Behavior: The Changing Life Course* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Hutchinson: chs. 1–2 2 presentations	Course Requirements Checklist	10
		Class Introductions	0
		DB Forum 1	70
		Quiz 1	10
2	Hutchinson: ch. 3 2 presentations	DB Forum 2	70
		Quiz 2	10
3	Hutchinson: ch. 4 2 presentations	SERA – Research	100
		Quiz 3	10
4	Hutchinson: ch. 5 2 presentations	SERA – Draft	110
		Quiz 4	10
5	Hutchinson: ch. 6 1 presentation	Quiz 5	10
		Exam 1	150
6	Hutchinson: ch. 7 2 presentations	SERA – Final Submission	200
		Quiz 6	10
7	Hutchinson: ch. 8 1 presentation	DB Forum 3	70
		Quiz 7	10
8	Hutchinson: chs. 9–10 3 presentations	Quiz 8	10
		Exam 2	150
TOTAL			1010

DB = Discussion Board

SERA = Self-Ethnography Research Analysis

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.