



SWRK 510: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT		
3 credit hours		
Semester: Fall 2024		
Instructor: Dr. Dana Sullivan, Professor	Email: dana.sullivan@wku.edu	Office: AC 112B
Phone: 270-745-5313	Zoom Link: <a href="https://wku.zoom.us/j/8078250277">https://wku.zoom.us/j/8078250277</a>	Office Hours: available by appointment; please email, call or, send a message via our Blackboard site to schedule a time to meet with me
Class Meeting Dates: August 19, 2024 - December 6, 2024 (Finals Week: Dec 2-5)	Class Meeting Times: Asynchronous This is an online, asynchronous course.	Location: Online/WEB

**Prerequisite(s)/Co-requisite(s):**

**Course Description:**

Examines behavior within the context of families, groups, organizations, communities, and cultures. Topics include developmental stages of the individual within multiple systems with a particular focus on issues of anti-racism, diversity, equity, and inclusion.

**Course Information:**

The person-in-environment perspective is central to social work assessment. In this course, students are introduced to multiple factors that can impact how environment impacts how individuals experience the world. Culture and diversity in terms of age, gender, race, ethnicity, sexual orientation, environment, and more is a major component of this course. Students are introduced to major theories or approaches associated with biological, sociological, spiritual, cultural, and psychological factors that impact human behavior across the life course. The topics in this course follow a life course perspective, meaning students learn about human behavior from pregnancy and conception to late life issues. This course assumes that students have a foundation in traditional theories and concepts of psychology and sociology, as well as an understanding of other liberal arts disciplines, including biology, political science, and economics. From this foundation, human behavior will be examined within the context of multiple social systems. Although this course is taught entirely on-line, the instructor uses several teaching strategies to encourage peer-to-peer and instructor interaction.

**Required Text(s):**

Rogers, A. (2022). *Human behavior in the social environment* (6th Ed.). New York: Routledge.

**Recommended Text(s):**

APA. (2019). *Publication manual of American Psychological Association*. 7<sup>th</sup> Ed.  
Washington, D.C.: Author.

**Other Readings as Assigned**

The instructor will also provide other articles and readings throughout the semester on Blackboard. These will provide more information and different perspectives on the topics we are covering in this course. These resources will be available online at no additional cost to you.

**Learning Outcomes:**

The CSWE Competencies (2022) (this document is linked below in the Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for MSW Education section: emphasize that in every course, social work students need to gain knowledge about social work practice, learn the values of the field, and learn skills to use in practice. Additionally, cognitive and affective processes are measured and “include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations” (CSWE, 2022, p. 7).

Upon successful completion of this course, students should be able to:

**Knowledge**

1. Identify and explain the basic tenets of the life course perspective.
2. Summarize major theories of human behavior in the social environment.
3. Articulate how anti-racism, diversity, equity, and inclusion diversity impacts human behavior.

**Values**

4. Identify and articulate the connection between HBSE and the *NASW Code of Ethics*.

**Skills**

5. Apply select theories to understand human behavior across the lifespan.

**Cognitive & Affective Processes**

6. Synthesize knowledge of HBSE by identifying pertinent theories pertaining to specific diverse client groups across the lifespan.

**MSW Mission Statement:**

The mission of the MSW program at WKU is to prepare students for advanced professional social work practice to meet the needs of increasingly diverse rural population in the community, in Kentucky, and in a global society.

**Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for MSW Education:**

[The Council on Social Work Education](#) (CSWE) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the [Educational Policy and Accreditation](#)

[Standards for Baccalaureate and Master's Social Work Programs](#). These standards form the basis for the WKU MSW Generalist Year and Advanced Generalist Curriculum. Here at WKU, our specialty is Advanced Generalist Practice in Rural Settings. Please review WKU MSW [Generalist Competencies](#) and [Advanced Generalist Competencies](#) to develop an understanding of the content that all WKU MSW students must master prior to graduation.

**CSWE EPAS Core Competencies for MSW Education:**

The [Educational Policy and Accreditation Standards \(EPAS\)](#) core competencies are taught in all Council on Social Work Education (CSWE) accredited MSW programs. Core competencies addressed in this class are defined and included in **Appendix A**.

**Course Expectations:**

Please note the following general guidelines concerning shared responsibilities of the professor and students in this course:

1. Students are expected to actively participate in developing a positive learning environment with the desire to learn. Engagement is important to the overall spontaneous learning. Class participation is required. You should be actively engaged in your online learning experience. This means you should check into the Bb site at least 3-4 times per week. Please be respectful in your interactions with your classmates in this online learning environment. As a social worker in the field, you must remain engaged with your clients and your work. Therefore, we ask that you approach the class as you would your work in the field and think of your classmates and professor as professional colleagues.
2. Students are expected to adhere to all policies contained within the [MSW Handbook](#), the [Student Code of Conduct at WKU](#), and be in compliance with the [NASW Code of Ethics](#). Students are expected to act in a professional manner within the classroom and field environment with respect to their peers and faculty. This is addressed in the MSW Handbook and disruptive behaviors may result in a Professional Concerns Form.
3. Plagiarism, cheating, and any other forms of academic dishonesty are prohibited. Any instances of such will result in a grade of "zero" for the assignment and/or course failure and/or expulsion from the program. Please refer to #2 above for the MSW Handbook, Student Code of Conduct, and the NASW Code of Ethics.
4. Students are expected to use APA (current edition) for writing, citing, and listing references. This is for all coursework including papers, pamphlets, and online assignments. Online assignments must include in-text references and full text references at the end of the assignment just as all other written documents in this course.
5. All assignments are expected to be turned in on time, late assignments will incur at 10% deduction per day late. After one-week, late assignments will no longer be accepted for credit. Please note, in the field of social work, you will have a deadline for case documentation, court reports, timesheets, etc. Please use this time as a student to develop your time management and organizational skills as they will translate to professional behavior on the job in the field.

6. The [NASW Code of Ethics](#) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course. Behaviors especially under consideration are those related to professional practice, mental illness, substance use, illegal activity, and/or classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form in accordance with the [MSW Handbook](#) policies.
7. Privacy, confidentiality, and professional boundaries must be examined as professional social workers, especially in the age of technology. Students using social media sites are expected to use the highest privacy settings on their profiles. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. Any issue counter to this will be documented in a Professional Concerns Form in accordance with the [MSW Handbook](#) policies.
8. Just as you will refer your future clients to needed resources, there are services available to you as a student to assist you with your coursework. Students are encouraged to utilize academic support services such as [The Writing Center](#) and [The WKU Libraries](#) to help you be successful in this course.
9. In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the [Student Accessibility Resource Center](#). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the [Student Accessibility Resource Center](#).
10. In compliance with the following WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation and Discrimination and Harassment Policy; discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. Please go to [WKU's Title IX website](#) for full information.
11. All class schedules and activities are subject to change in the event of extenuating circumstances. The instructor **reserves the right to make changes** to the syllabus as needed with reasonable notice and accommodations.
12. **AI Statement:** Artificial intelligence (AI) tools such as (*Chat GPT*) may be used for brainstorming or gathering ideas with appropriate citation, but not for assignments utilizing your critical thought. If you are unsure if you are using AI tools appropriately in this course, you are encouraged you to visit with your instructor. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>

**Brief Description of Course Assignments (full description & rubric for all assignments will be available in Blackboard). The assignment used for the MSW Assessment Plan is the Environmental Justice Paper. The rubric for this assignment used for assessment purposes is included as Appendix B.**

**Discussion Board and Other Weekly Assignments (195 points)**

Discussion Board exercises (completed on Blackboard) are designed to assess course preparation such as reviewing course readings, video lectures, video clips, and other materials. Students complete 9 postings or assignments during the semester and they are worth 20 points each (1 more assignment will be worth 15 points). These exercises help students to learn and apply core components of the major theories covered in this course. The supplemental video clips relate to the major theories and are relatively short. They are intended to provide students with visual examples of major theories and concepts discussed in this course. Completion of these exercises will also help students to prepare for the final exam. A high level of quality and critical synthesis of information is expected on these exercises. **See DB rubric on Blackboard for grading rationale.**

### **Midterm Exam (100 points)**

Students will take a midterm exam that will be comprehensive, **open-book/notes**, and an all essay format. The exam will cover all material covered to that point in readings, video lectures, links, and other modalities. It will include material on theories, perspectives, concepts, models, and other aspects of HBSE. Some questions will ask students to **apply HBSE theories to hypothetical practice situations**, to bolster the practice/theory linkage. A review session will be held the week before the exam is deployed. More details about the exam will be provided closer to the examination period.

### **Environmental Justice Paper (100 points)**

This paper focuses on how a theory of your choice informs environmental justice issues. Thus, your first task is to pick an *environmental problem* that contributes to a social/health problem or problems affecting individuals, families, groups, and communities. Examples of topics include, but are not limited to, air and water pollution, climate change/global warming, food insecurity, environmental disasters, environmental racism, acid deposition, plant/animal extinction, and deforestation. This paper must be 8-10 pages of text and contain a minimum of 5 peer-reviewed sources, in addition to your textbook.

Papers **MUST** include the following information:

- 1). How you selected the environmental problem (5 points).
- 2). Who defines this issue as a problem/who does it affect? Are communities of color disproportionately affected? If so, please explain (10 points).
- 3). Provide historical context for this issue (10 points).
- 4). Based on your review of the issue and the available information about it, what are the most prevalent theoretical perspectives used to frame this social problem? What are the strengths and limitations of each theoretical perspective? Which do you believe provides the best explanation? Why? (15 points)
- 5). Based on your review of the literature, what are the primary causes of this issue? (10 points)
- 6). What previous attempts have been made to solve this issue?
  - What parts were successful? Why? (5 points)
  - What parts were ineffective? Why? (5 points)

- 7). What can social workers do to make communities more sensitive to this issue? Be sure to include a discussion about anti-racist actions and social work practice. (20 points)
- 8). Informed by theory and the literature, what interventions do you suggest to ameliorate the issue? (15 points)
- 9). Overall writing style, APA formatting, introduction, and conclusion. (5 points)
- 10). Include a link to a video to show one or more of the discussion points listed above (bonus: 5 points).

### **Final Exam (100 points)**

Students will take a final exam that will be open-book/notes, and in an all essay format. The exam will cover all material *since* the midterm in terms of readings, video lectures, and links. It will include material on theories, perspectives, concepts, models, and other aspects of HBSE. Some questions will ask students to apply HBSE theories to hypothetical practice situations, to bolster the practice/theory linkage. A review session will be held the week before the exam is deployed. More details about the exam will be provided closer to the examination period.

### **Professionalism (5 points)**

**Professional social workers must display professional behavior at all times to their clients, colleagues, and community partners. Because of this, the faculty want all MSW students to be mindful of professional behavior in each class. The classroom is where you will learn and begin to model professional behavior. The professor will rate you in the 5 areas from the rubric. You will review those scores, provide your assessment in each area, and develop a plan of action in at least one area in which you want to improve for future classes and social work practice. This is designed to help you assess areas of strength and areas in which you want to continue to learn and grow.**

Your professionalism will be rated by the faculty covering areas related to Engagement, Collegiality, Growth & Development, Communication, and Adherence to SWRK Values. You will review the rankings, provide your own rankings, and will turn in a response and plan for growth on at least one of the areas pertaining to the class. The final points will be calculated determining the average of the scores in each area (a maximum of 5 points-5 areas X 5 points each/5).

### **Evaluation & Grading**

The following table shows the total points available for each assignment and the total possible points for the class. Course grading is based on the following criteria. The earned points will be summed for the final score in the class.

Assignment

Discussion Boards/Weekly Assignments (the first assignment X 15 points, the remaining 9 assignments X 20 points each) 195

Midterm Exam 100

Environmental Justice Paper 100

Final Exam 100

Professionalism 5

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**Total Points Possible 500**

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**Grading Scale:**

450-500 points, 90-100% = A

400-449 points, 80-89% = B

350-399 points, 70-79% = C

300-349 points, 60-69% = D, 0-299 points, 0-59% = F

**Regular and Substantive Interaction (Online Courses Only)**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Availability for synchronous sessions with faculty and students during office hours,
- Faculty participation in discussion boards,
- Weekly announcements,
- Setting assignment due dates that are spread throughout the term of the class, and
- Timely and detailed feedback on assignments provided within one week of submission.

**Inclusion Statement.** Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during

this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

**Land Acknowledgement Statement:** The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᑕᑭᑭᑭᑭᑭᑭ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."



## Appendix A

**This table is included to show the alignment of the CSWE 2022 Competencies with the competency dimension, course assignments and learning outcomes.**

<b>2022 Competencies Addressed in Course</b>	<b>Course Assignments Assessing Behaviors</b>	<b>Course Learning Outcomes</b>	<b>Competency Dimension</b>
Competency 1: Demonstrate Ethical and Professional Behavior	Professionalism	5, 6	Skills, C & A Processes Values
	Discussion Boards	4	
	Midterm Exam	1, 2, 3, 4, 5, 6	Knowledge, Values, Skills, C & A Processes
	Final Exam	1, 2, 3, 4, 5, 6	Knowledge, Values, Skills, C & A Processes
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Environmental Justice Paper	2, 4, 5, 6	Knowledge, Values, C & A Processes
Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Discussion Boards	3	Knowledge
	Midterm Exam	3	Knowledge
	Final Exam	3	Knowledge
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Discussion Boards	5	Skills
	Discussion Boards	2, 3, 4	Knowledge and Values
	Discussion Boards	1, 2, 5	Knowledge and Skills
	Discussion Boards	1, 2, 3, 4, 5, 6, 3	Knowledge and Skills Knowledge, Values,

			Skills, C & A Processes
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## Appendix B

### Rubric for Environmental Justice Paper Assignment

Please note: This assignment will be used for the MSW Program Assessment. The professor will send individual scores for Item 3

**– C3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice to the MSW Program Assessment Coordinator. All data will be reported in aggregate when the MSW Program Assessment Report is compiled. No names are included in the final report. This report examines data points from other classes and instruments to complete the annual report.**

<b>SWRK 510: Environmental Justice Paper</b> <b>C1:</b> Demonstrate Ethical and Professional Behavior; <b>C2:</b> Advance Human Rights and Social, Racial, Economic, and Environmental Justice; <b>C3:</b> Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice; <b>C7:</b> Assess Individuals, Families, Groups, Organizations, and Communities; <b>C8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities; <b>C9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
Dimension	Exemplary 5	Proficient 4	Marginal 3	Developing 2	Beginning 1	Score
1. Introduction & Conclusion	Introduction includes ALL of the following: <ul style="list-style-type: none"> <li>Purpose of the paper</li> </ul> Conclusion includes ALL of the following: <ul style="list-style-type: none"> <li>Restates the purpose and what was discussed in the paper</li> <li>Highlights important details (e.g., what do you want</li> </ul>	Includes 3 of the bulleted items listed under the “Exemplary” category	Includes 2 of the bulleted items listed under the “Exemplary” category	Includes 1 of the bulleted items listed under the “Exemplary” category	Includes EITHER an introduction OR conclusion ;  BUT it does not address any of the bulleted items listed under the “Exemplary” category	<hr style="width: 50px; margin: 0 auto;"/> – Score

	readers to remember)					
<b>Comments:</b>						
2. Selection of Topic	Paper includes ALL of the following: <ul style="list-style-type: none"> <li>• Identification of topic</li> <li>• Rationale for selecting topic</li> <li>• Topic is appropriate for this assignment</li> </ul>	Paper includes ALL of the items under the “Exemplary” category;  BUT at least 1 item is under-developed	Paper includes 2 of the items under the “Exemplary” category	Paper includes 2 of the items under the “Exemplary” category;  AND at least 1 of those items is under-developed	Paper ONLY includes 1 of the items under the “Exemplary” category	_____ – Score  _____ – Score
<b>Comments:</b>						
<i>Note to Instructor:</i> <b>Items 3 – C3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>						
3. Define the Problem	Student includes ALL of the following: <ul style="list-style-type: none"> <li>• Definition of the problem</li> </ul>	Student includes ALL of the items under the “Exemplary”	Student includes 3 of the items under the “Exemplary”	Student includes 2 of the items under the “Exemplary”	Student ONLY includes 1 of the items under the	_____ – Score  <b>X2</b>

	<ul style="list-style-type: none"> <li>Who defines the problem</li> <li>How prevalent is the problem</li> <li>Who is affected by the problem</li> <li>Includes racial/ethnic characteristics of those impacted</li> </ul>	y" category;  BUT at least 1 item is under-developed	y" category	y" category	"Exemplar y" category	<hr/> –  Score
<b>Comments:</b>						
4. Historical Context	Paper includes ALL of the following: <ul style="list-style-type: none"> <li>How long has this issue impacted the area</li> <li>What problems have been identified</li> </ul>					<hr/> –  Score  <b>X2</b>  <hr/> –  Score
<b>Comments:</b>						
<i>Note to Instructor:</i> <b>Item 5 – C7: Assess Individuals, Families, Groups, Organizations, and Communities</b>						
5. Theoretical Perspectives	Paper includes ALL of the following: <ul style="list-style-type: none"> <li>Identifies at least 2 theories</li> </ul>	Paper includes ALL of the items under the "Exemplar	Paper includes 4 of the items under the "Exemplar	Paper includes 3 of the items under the "Exemplar	Paper includes LESS THAN 3 of the items under the "Exemplar	<hr/> –  Score  <b>X3</b>

	<ul style="list-style-type: none"> <li>Provides a rationale for selecting theories</li> <li>Theories are appropriate with respect to the identified problem</li> <li>Strengths of each theoretical perspective are outlined</li> <li>Weaknesses of each theoretical perspective are outlined</li> </ul>	y'' category;  BUT at least 1 item is under-developed	y'' category	y'' category;  OR at least 2 items are under-developed	y'' category;  OR at least 3 items are under-developed	<hr/> —  Score
<b>Comments:</b>						
6. Causes of the Problem	Student identifies causes of the problem; <ul style="list-style-type: none"> <li>What has caused this problem</li> <li>What are the consequences</li> <li>Provides support from the literature regarding causes;</li> </ul>	Student includes ALL of the items under the "Exemplary" category;  BUT at least 1 item is under-developed	Student includes 2 of the items under the "Exemplary" category;	Student includes 2 of the items under the "Exemplary" category;  BUT at least 1 of the included items is under-developed	Student ONLY includes 1 of the items under the "Exemplary" category;	<hr/> —  Score  <b>X2</b>  <hr/> —  Score

	<ul style="list-style-type: none"> <li>Links causes back to at least one of the chosen theoretical perspectives</li> </ul>					
<b>Comments:</b>						
<i>Note to Instructor:</i> <b>Item 7 – C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>						
7. Solutions	Includes ALL of the following: <ul style="list-style-type: none"> <li>Identifies at least 2 solutions attempted to address the identified problem</li> <li>Identifies successes</li> <li>Identifies failures/ineffectiveness</li> <li>Provides evidence from the literature as support</li> </ul>	Includes ALL of the items under the “Exemplary” category;  BUT at least 1 item is under-developed	Includes 3 of the items under the “Exemplary” category;	Includes 2 of the items under the “Exemplary” category;  OR more than 1 item is under-developed	Includes 1 of the items under the “Exemplary” category;  OR ALL items are under-developed	<hr/> – Score <b>X2</b> <hr/> – Score
<b>Comments:</b>						
<i>Note to Instructor:</i> <b>Item 8 – C2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>						





	<ul style="list-style-type: none"> <li>Macro-level interventions</li> <li>Interventions are tied back to at least one of the chosen theoretical perspectives</li> <li>Interventions are supported by peer-reviewed literature</li> </ul>					
<b>Comments:</b>						
10. Video Link	Includes a link to a video showing one or more of the discussion points				Includes a link to a video BUT it is not relevant or no video	<hr/> – Score
						<hr/> – Score
<b>Comments:</b>						
<i>Note to Instructor:</i>						
<b>Item 11 – C1: Demonstrate Ethical and Professional Behavior</b>						
11. Writing	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers, headings, references)	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers,	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers,	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers,	Paper does not follow APA 7 <sup>th</sup> ed. formatting (title,	<hr/> – Score

	<p>Paper has no grammatical or spelling errors</p> <p>Paper includes at least 5 peer-reviewed sources</p> <p>Paper references the textbook</p> <p>Paper is 8-10 pages in length</p>	<p>headings, references )</p> <p>Paper has 1-3 grammatical or spelling errors</p> <p>Paper includes 5 peer-reviewed sources</p> <p>Paper references the textbook</p> <p>Paper is 8-10 pages in length</p>	<p>headings, references )</p> <p>Paper has 4-6 grammatical or spelling errors</p> <p>Paper includes 4 peer-reviewed sources</p> <p>Paper references the textbook</p> <p>Paper is 6-7 pages in length</p>	<p>headings, references )</p> <p>Paper has 7-9 grammatical or spelling errors</p> <p>Paper includes 3 peer-reviewed sources</p> <p>Paper does not include reference to the text</p> <p>Paper is 6-7 pages in length</p>	<p>headers, headings, references );</p> <p>OR paper has more than 10 grammatical or spelling errors</p> <p>OR includes less than 3 peer-reviewed sources</p> <p>OR does not include reference to the text</p> <p>OR paper is less than 6 pages in length</p>	
<p><b>Comments:</b></p>						

**Total Score: \_\_\_\_/55**

**Final Weighted Score: \_\_\_\_/100**

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