Course Information

Salt Lake Community College

Human Behavior in Soc Env

SW 2100-501

Fall 2025

Course Section Information

Days: Asynchronous

Time: Asynchronous

Campus: Online

Classroom: Online

Course Description

This course will introduce students to the dynamics of human behavior in the social environment focusing on the interrelatedness of the biological, psychological and social dimensions of human behavior.

Semester: All

Textbooks, Readings, and Course Materials

Authors: Ashford, J., LeCroy, C., & Rankin, L.

Publication Date: 2018

Title: Empowerment series: Human behavior in the social environment: A multidimensional perspective

Edition: 6th

Publisher: Cengage Leanring

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Identify the ways in which a culture's structure and values may oppress, marginalize, alienate, or enhance privilege and power and shape life experience.

- Describe the biological, psychological, and social influences on human development and behavior across the lifespan.

- Analyze sources of knowledge about human development and behavior across the lifespan to evaluate research findings and evidence-based social work practices.

- Analyze human behavior across the lifespan using biopsychosocial perspectives, applying relevant theories, intervention models, and assessment techniques.

- Design evidence-based treatment plans that integrate biopsychosocial factors affecting human development and behavior.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
8/30/25	(Your Video Post due 8/28, Peer Responses due 8/30) Recorded Student Intro	Discussion	10
8/30/25	Syllabus Quiz	Quiz	7

Due Date	Assignment Name	Assignment Type	Points
9/6/25	Module 1 Quiz	Quiz	5
9/13/25	Module 2 Discussion Board: Multidimensional Assessment Framework	Discussion	10
9/13/25	Module 2 Quiz	Quiz	5

Coursework & Assignment Descriptions

Attendance: Students enrolled in this online asynchronous course may access and complete coursework at their preferred time and location. Although the format offers scheduling flexibility, all assignments, quizzes, and examinations have established deadlines that must be met, similar to traditional in-person courses. Please ensure you maintain awareness of and adhere to all due dates to succeed in this course.

Regular engagement is essential to success in this course. While there is no traditional attendance, consistent inactivity or missed assignments will impact your final grade. Students are encouraged to log in regularly and stay current with all course content.

Module Quizzes: Students will complete weekly module quizzes based on the assigned chapter in the textbook, which will be completed in Canvas and are due Saturdays by 11:59 pm. Quizzes are comprised of five (5) questions and are open-book and open note and will include multiple choice, true-false, and fill-in-the-blank items covering material from the textbook readings. Students will have unlimited minutes to complete each module quiz. The two (2) lowest quiz scores will be dropped at the end of the semester. Reference Canvas for details.

Discussion Boards: Students will participate in weekly discussion boards that encourage critical analysis of human development through a biopsychosocial lens across various life stages. Each discussion board requires students to integrate concepts from required readings, media resources, and peer-reviewed research to examine developmental milestones, environmental influences, and intervention strategies. Students must submit

an original post (minimum 250 words) by Thursday at 11:59 pm and respond to two (2) peers (minimum 125 words each) by Saturday at 11:59 pm when the discussion board closes. Original posts must include at least two citations from required materials and demonstrate critical thinking with real-world applications. Peer responses must offer substantive engagement through new perspectives, professional insights, or discussion of challenges not previously addressed. Discussion boards enhance students' ability to apply HBSE theoretical concepts to professional social work practice while developing skills in scholarly communication and peer collaboration. The two (2) lowest discussion board scores will be dropped at the end of the semester. To receive credit, posts must be submitted by the due date—no late submissions of Discussion Boards posts will be accepted. Reference Canvas for details.

Lifespan Client Case Studies: Students will analyze (4) distinct case studies throughout the semester, each examining critical developmental periods across the human lifespan. Individual assignments will focus on specific life stages: pregnancy, infancy, early childhood, and middle adulthood. For each case study, students will evaluate key developmental factors, challenges, and milestones characteristic of that particular life stage. This series of assignments will enhance students' understanding of human development and their ability to apply theoretical concepts to real-world scenarios while developing critical analytical skills essential for professional Social Work practice. The lowest Case Study score will be dropped. Reference Canvas for details.

Anti-bullying Program Announcement: Students will develop an anti-bullying initiative for youth programs, consisting of two parts: (1) creating a detailed program plan with SMART goals, implementation strategies, and evaluation methods using the provided template, and (2) designing promotional materials to communicate the initiative to target audiences. Materials can include handouts, social media campaigns, videos, PowerPoint presentations, or posters. Original, creative approaches are required. Reference Canvas for details.

(Midterm Project) Personal Genogram: Students will create a comprehensive three-generation genogram to analyze family dynamics and intergenerational patterns. The assignment consists of two parts: (1) a detailed visual genogram and (2) a three-page reflective analysis paper. Students will apply standard genogram symbols (found in the provided Genogram Symbol Sheet) to illustrate family structure, relationship dynamics, and additional information such as health issues, cultural identifiers, and major life transitions. In the reflective paper, students will identify intergenerational patterns, apply

theoretical frameworks from course readings, assess family strengths, and include professional reflections on insights gained. Through this assessment, students will demonstrate their understanding of family systems theory and develop self-awareness of how family patterns influence individual development. The genogram may represent the student's actual family or a fictional family if preferred for privacy reasons. Reference the assignment instructions in Canvas for detailed format requirements and grading criteria.

(Final Project) Individual Self-Portrait Assessment: Students will complete a reflective individual self-portrait analysis that will guide them through a comprehensive examination of how various systemic, environmental, and developmental factors have shaped their personal and professional trajectory in social work. Students will consider the models, theories, and approaches to evaluating the influence and impact of an individual's environment on their development across the lifespan, which have been covered in this course. Through structured self-examination, students will gain deeper insights into how their lived experiences inform their practice and professional identity development. This assignment requires thoughtful integration of course concepts with personal experience and will be supported by current scholarly literature (e.g., course textbook). Minimum paper length is six double-spaced pages using APA 7 formatting. Reference Canvas for details.

Grading Scale

- A = 100%-94%
- A- = 93%-90%
- B+ = 89%-87%
- B = 86%-83%
- B- = 82%-80%
- C+ = 79%-77%
- C = 76%-73%
- C- = 72%-70%

- D+ = 69%-67%

- D = 66%-63%

- D- = 62%-60%

- E = 59% or less

Final Grades: The final grade will be calculated according to how many points you receive on your quizzes, discussions, assignments, and projects.

Engagement Plan

Staying Connected

I regularly post interactive announcements that include opportunities for class discussion, relevant mental health resources, and occasional extra credit. These announcements often highlight current developments in social work practice and behavioral health. Enable your Canvas announcement notifications to ensure you don't miss these valuable opportunities!

Availability & Response Times

I welcome the opportunity to meet with you to discuss course content, assignments, or your professional development!

- Canvas Messages: As your primary method to contact me, I prioritize Canvas Inbox messages and aim to respond within two business days (48 hours).
- Assignment Feedback: You can expect detailed feedback on major assignments within 7 days of the submission deadline, including constructive suggestions for professional development.
- Office Hours: In-person office hours on...
    - Tuesdays Herriman Campus 9:30 - 10:30 am JNPR 306
    - Thursdays Taylorsville campus AAB 237D 1:00 - 3:00 pm

Also available by request at other times- we will find a time that works for your schedule. (Zoom is a great option!) Because I regularly meet with students, please be sure to schedule an appointment to ensure that we will have time.

Professional Communication Practice

1. Use Canvas Inbox as your primary method of contact - this mirrors professional documentation practices you'll use in the field.
2. Check announcements bi-weekly for class updates, field-relevant opportunities, and community resource sharing.
3. Ensure your Canvas notifications are enabled for announcements.
4. Practice professional email etiquette as preparation for agency communication.
5. Reach out early if you need clarification on assignments or content - this models the consultation process in social work practice.

I am committed to maintaining open lines of communication and supporting your development as emerging behavioral health professionals. While you may reach me through other channels, messages through Canvas Inbox will receive priority attention, allowing me to provide the most timely and thorough support for your learning journey.

Remember: Building strong communication skills now will serve you well in your future role as a behavioral health professional where clear, timely, and professional communication is essential.

Additional Materials

Assignments over seven days late may not be accepted by the Instructor unless there was prior discussion and agreement with the instructor and proper documentation to support your late submission.

Other Useful Information

Writing Expectations: Written assignments are to meet the style guidelines set forth by the Publication Manual of the American Psychological Association (7th ed.). All written assignments are preferred double spaced, 12-point Times New Roman font, and have

one-inch margins. In addition, assignments are expected to be well-written and grammatically correct.

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IF YOU NEED ADDITIONAL SUPPORT

If you have a question about course details, concepts, or grades, contact the instructor.

For issues in Canvas, contact Canvas Support (toll free): 844-334-0397.

For campus WIFI access, contact SLCC Help Desk: 801-957-5555.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

How to Succeed in the Course

Your classroom experience serves as a foundation for your future career. To excel in this course and prepare for your professional journey, I invite you to consider the following:

Attendance and Engagement

- Online courses can be difficult. Regular engagement is highly recommended. Please regularly check canvas for due dates, weekly messages, etc.
- Please communicate regularly with me. If it any moment throughout the semester, you need my support please contact me via canvas. I will gladly set up a virtual or in person meeting with you.

Academic Excellence

- Complete the weekly discussion boards.

- Submit assignments on time to avoid late penalties.

- Maintain academic integrity and avoid plagiarism.

- Follow proper APA 7th Edition formatting for written assignments.

- Utilize the Student Writing and Reading Center for writing support when needed.

Professional Development

- Treat this class as a professional experience/environment.

- Respect diverse opinions and perspectives.

- Be mindful of microaggressions and maintain inclusive language.

- Communicate professionally with the instructor through Canvas messaging.

Support and Resources

- Reach out to the instructor when facing challenges.

- Access campus resources like tutoring and counseling services when needed.

- Utilize Canvas support for technical issues.

- Plan ahead for assignments and manage time effectively.

Remember that this course serves as preparation for future professional work. The habits, knowledge, and professional conduct you develop here will serve as the foundation for your future.

Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery

- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Academic Integrity

Be honest. Have integrity. Take pride in your efforts. **Cheating and plagiarism will not be tolerated.** Both will result in an automatic zero on submitted work and may result in reporting to the Dean of Students. Plagiarism is a serious issue at all colleges/universities and is a violation of the SLCC Code of Student Rights and Responsibilities ("CSRR"). See pp. 15-16 of the CSRR. Plagiarism occurs when you include another person's work (their words or even their ideas) within your own work without giving them proper credit. To avoid plagiarism, you must properly cite any source you use in your work (other than sources of common knowledge). If you need support, please see the Student Writing & Reading Center for assistance. A plagiarism- checking system has been integrated into Canvas and will check ALL assignments. Papers containing plagiarized material will

receive a score of 0 for a first offense. A student who plagiarizes a second time may fail the course.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link: https://www.slcc.edu/tutoring/index.aspx

If you have any additional questions reach out to elearningsupport@slcc.edu.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

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Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

SLCC Student Academic Calendar