Instructor Contact Information

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Email: joseph.frey@unt.edu

Communication Expectations: Connect with me through university email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity.

Course Description

Part of a two-course sequence focusing on Human Behavior in the Social Environment (HBSE). Examines a multidimensional, person and environment framework addressing the interactions between the varied biological, psychological, social, cultural, and spiritual factors that influence behavior in a multicultural society. Students will analyze theories of human development, functioning and well-being in the first half of the life span from conception to young adulthood.

Competencies & Course Objectives

The Council on Social Work Education (CSWE) approved the Educational Policy and Accreditation Standards (EPAS) for accredited programs in 2015. This course will emphasize the competencies and objectives as indicated in the following table:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and</td>
<td>1. Students will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for Brief Writing Assignments; Group Presentation;</td>
<td></td>
</tr>
</tbody>
</table>

SOWK 3500, Fall 2023 | 1
**Competency** | **Course Objectives** | **Assessment**
--- | --- | ---
Behavior (Competency 1) | ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.  
2. Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.  
3. Students will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. | Reflection Paper; Developmental Profile Paper; Critical Thinking Group Assignment |
Engage Diversity and Difference in Practice (Competency 3) | 4. Students will apply and communicate understanding of diversity and difference in shaping life experience in practice at the micro, mezzo, and macro levels. | Brief Writing Assignments; Quizzes; Group Presentation; Developmental Profile Paper; Critical Thinking Group Assignment |
Engage with Individuals, Families, Groups, Organizations, and Communities (Competency 6) | 5. Students will apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | Quizzes; Group Presentation; Developmental Profile Paper; Critical Thinking Group Assignment |
Assess Individuals, Families, Groups, Organizations, and Communities (Competency 7) | 6. Students will apply knowledge of human behavior in the social environment and multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | Group Presentation; Critical Thinking Group Assignment |

**Course Structure & Success**

This is a face-to-face course that encompasses brief lectures; in-class assignments and activities; individual work and small group work; personal reflection; theory-infused assignments; a group presentation; academic writing; and online quizzes. To succeed in this course, you must attend class, complete readings and assignments on time, and engage with the course content as we move through the semester. Additionally, this course relies on the UNT learning management system (i.e., Canvas) for multiple course functions. In this course, Canvas is primarily used for communication purposes, submitting and returning certain assignments, online quizzes, and tracking grades. Be sure to familiarize yourself with the content of the course Canvas site.

**Course Prerequisites or Other Restrictions**

None
Materials

Required Textbook:


Additional Required Readings (available in Canvas):


Other readings: Various readings may be used during in-class assignments.

Suggested Readings & Resources:


Purdue Online Writing Lab. (n.d.). *General format*. [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html]

Course Technology & Skills

Minimum Technology Requirements

At a minimum, you need access to the following for this course: a computer that meets necessary *Canvas Technical Requirements* ([https://clear.unt.edu/supported-technologies/canvas/requirements](https://clear.unt.edu/supported-technologies/canvas/requirements)), reliable internet access, and Microsoft Word and PowerPoint.
Computer Skills & Digital Literacy
In this course, you will need technology skills related to the use of: Canvas, email, UNT Library resources (e.g., database searching), and Microsoft Word and PowerPoint.

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. At UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UNT IT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8:00 a.m.–9:00 p.m.
Telephone Availability:
  • Sunday: noon–midnight
  • Monday-Thursday: 8:00 a.m.–midnight
  • Friday: 8:00 a.m.–8:00 p.m.
  • Saturday: 9:00 a.m.–5:00 p.m.
Laptop Checkout: 8:00 a.m.–7:00 p.m.

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328).

Rules of Engagement
Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

• While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
• Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
• Ask for and use the correct name and pronouns for your instructor and classmates.
• Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
• Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
• Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
• Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
• Avoid using “text-talk” unless explicitly permitted by your instructor.
• Proofread and fact-check your sources.
• Keep in mind that online posts can be permanent, so think first before you type.
See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

**Course Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Writing Assignments (2 at 25 points each)</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes (3 at 100 points each)</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Group Presentation (with audience discussion)</td>
<td>225</td>
<td>22.5%</td>
</tr>
<tr>
<td>Reflection Paper on Group Presentation</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Developmental Profile Paper</td>
<td>275</td>
<td>27.5%</td>
</tr>
<tr>
<td>Critical Thinking Group Assignment</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Brief Assignment Descriptions** (Full assignment descriptions are provided in Canvas; due dates are provided in the “Course Outline” at the end of this syllabus and in Canvas):

**Brief Writing Assignments**
- Two (2) brief writing assignments will be assigned to allow for personal reflection and application of course concepts.
- See assignment overview and grading rubric (in Canvas) for detailed information.

**Quizzes**
- Three (3) Canvas-based quizzes that cover the main concepts from course readings and lectures.
- Completed individually; open book/open note; untimed.

**Group Presentation**
- Students will be divided into groups (i.e., project groups); each group will select a topic and develop a presentation that will build on course content.
- Audience members are expected to participate in discussion following each presentation.
- See assignment overview and grading rubric (in Canvas) for detailed information.

**Reflection Paper on Group Presentation**
- Students will write a brief reflection on their group experience.
- See assignment overview and grading rubric (in Canvas) for detailed information.

**Developmental Profile Paper**
- Using self as subject, students will reflect on their personal development and respond to a set of prompts that require application of concepts from human development and theories of human behavior.
- See assignment overview and grading rubric (in Canvas) for detailed information.
Critical Thinking Group Assignment

- An in-class group assignment (in project groups) that requires identification and application of course concepts.
- See assignment overview and grading rubric (in Canvas) for detailed information.

Grading

Final course grades will be assigned on the basis of the following point system:

- A = 900–1000 points
- B = 800–899 points
- C = 700–799 points
- D = 600–699 points
- F = < 600 points

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system at UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. Your feedback is important to me, as I work to continually improve my teaching. The SPOT survey will be made available to you at the end of the semester.

Course Policies

Attendance

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the Student Attendance and Authorized Absences Policy (PDF) (https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf).

If you run into challenges that require you to miss a class, please contact your professor. There may be some flexibility available to support your academic success. If you miss class due to illness or an emergency and you want the absence(s) to be excused, you must contact the Dean of Students Office (University Union, Suite 409; 940-565-2039) and follow their processes; based on the information received from the Dean of Students Office, your absence(s) may be excused.

This course covers a great deal of material, and includes in-class activities and assignments essential to the learning of course content. Students must be present to complete in-class assignments and quizzes. Keeping in mind course requirements, the following attendance policy is in place. After two absences, 25 points will be deducted from the total points earned for each additional absence thereafter. Attendance is taken in this course. It is your responsibility to make sure that you are counted as present when you attend class. If you are more than fifteen minutes late, or leave more than fifteen minutes early, you will be counted as absent for the day. Regular attendance is expected, as is punctuality. If you know you are going to miss a class or are going to be significantly tardy, contact your professor via e-mail in advance to alert them of your situation. “In advance” means before the class period starts, not during or after
the class is over. Using a classmate to inform the professor that you will not be in class is not appropriate or sufficient.

Assignment & Examination Policy
All coursework is due by the date and time described in the “Course Outline” provided at the end of this syllabus and in Canvas. Late assignments will not be accepted unless arrangements prior to the due date/time were made between the student and the professor.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the professor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the professor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940-565-2324 and obtain a ticket number. The professor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

All quizzes are open book/open note (unless otherwise specified) and must be completed independently.

Turnitin software (i.e., Turnitin plagiarism review, AI writing detection) will be used to assure academic integrity for assignment submissions.

Use of Generative Artificial Intelligence (AI) in this Course. Students shall not use “AI tools” (collectively referring to AI text generators and other AI-based assistive resources, such as ChatGPT) to assist in completion of course assignments, including quizzes.

UNT Policies
Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodations
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the
Office of Disability Access website ([http://www.unt.edu/oda](http://www.unt.edu/oda)). You may also contact ODA by phone at 940-565-4323.

**Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

**Emergency Notification & Procedures**
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Retention of Student Records**
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

**Acceptable Student Behavior**
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct ([https://deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct)) to learn more.

**Access to Information — Eagle Connect**
Students’ access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail ([Eagle Connect](https://it.unt.edu/eagleconnect)).

**Student Evaluation Administration Dates**
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made
available during weeks 13, 14, and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Survivor Advocacy
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

Use of Student Work
A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students’ images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.
Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

**Academic Support & Student Services**

**Student Support Services**

*Mental Health*

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

**Chosen Names**

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*UNT eulIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

**Pronouns**

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:
What are pronouns and why are they important?
How do I use pronouns?
How do I share my pronouns?
How do I ask for another person’s pronouns?
How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services
- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services
- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)
- MathLab (https://math.unt.edu/mathlab)
COURSE OUTLINE, READINGS, & ASSIGNMENTS

*It is expected that readings will be done prior to class meetings. The professor reserves the right to modify the schedule, as course needs dictate.*

<table>
<thead>
<tr>
<th>Class</th>
<th>Course Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1 Aug 23 | • General introductions  
 • Course introduction, expectations, & syllabus Review  
 • Discussion of Project Groups  
 • Review of Brief Writing Assignment 1 | | |
| Week 2 Aug 30 | • Theoretical Perspectives on Human Behavior  
 • Ecological Systems Theory  
 • Work on Brief Writing Assignment 1  
 • Project Groups meet | Hutchison et al. (2017)  
 Crawford (2020)  
 Suggested: Bronfenbrenner (1993) | Brief Writing Assignment 1 due by 11:59 p.m. on Friday, Sept 1 (in Canvas) |
| Week 3 Sept 6 | • Life Course Perspective  
 • Risk & Resilience Framework  
 • Project Groups meet | Hutchison, Ch. 1  
 Jenson & Fraser (2016) | |
| Week 4 Sept 13 | • Critical Thinking Group Assignment (in Project Groups) | | Critical Thinking Group Assignment (in class) |
| Week 5 Sept 20 | • Conception, Pregnancy, & Childbirth  
 • Project Groups meet | Hutchison, Ch. 2 | |
| Week 6 Sept 27 | • Brain development & architecture  
 • Project Groups meet | Podcast: How Your Nervous System Works & Changes (Huberman Lab Podcast #1) | Quiz 1 due by 11:59 p.m. on Friday, Sept 29 (in Canvas) |
| Week 7 Oct 4 | • Infancy & Toddlerhood  
 • Project Groups meet | Hutchison, Ch. 3 | |
| Week 8 Oct 11 | • No in-person class  
 • Group Presentation workday  
 • Brief Writing Assignment 2 (posted to Canvas) | | |
<table>
<thead>
<tr>
<th>Class</th>
<th>Course Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 9 Oct 18 | • Early Childhood  
• Work on Brief Writing  
Assignment 2 as needed | ☐ Hutchison, Ch. 4 | ☐ Brief Writing  
Assignment 2 due by 11:59 p.m. on Friday, Oct 20 (in Canvas) |
| Week 10 Oct 25 | • Middle Childhood  
• Project Groups meet | ☐ Hutchison, Ch. 5 |                                                              |
| Week 11 Nov 1 | • Group Presentations (in Project Groups)  
• Presentation discussions |               | ☐ First Round of Group Presentations (in class)  
☐ Quiz 2 due by 11:59 p.m. on Friday, Nov 3 (in Canvas) |
| Week 12 Nov 8 | • Group Presentations (in Project Groups)  
• Presentation discussions |               | ☐ Second Round of Group Presentations (in class)  
☐ First Round Presenters:  
Reflection Paper due by 11:59 p.m. on Friday, Nov 10 (in Canvas) |
| Week 13 Nov 15 | • Adolescence | ☐ Hutchison, Ch. 6 | ☐ Second Round Presenters:  
Reflection Paper due by 11:59 p.m. on Friday, Nov 17 (in Canvas) |
| Thanksgiving Break – No Classes (November 20–26) | | | |
| Week 14 Nov 29 | • Young Adulthood | ☐ Hutchison, Ch. 7 | ☐ Developmental Profile due by 11:59 p.m. on Friday, Dec 1 (in Canvas) |
| Week 15 Dec 6 | • No in-person class | | ☐ Quiz 3 due by 11:59 p.m. on Thursday, Dec 7 (in Canvas) |