Instructor:  
Office number:  
Office hours:  
Contact information:  
Classroom number:  
Class days and time:  

Catalog Description: BHS220 Systems of Care (3-0-3)  
This course provides a holistic approach to care. Approaches that promote active participation by the client in decision making and self-advocacy are examined. Techniques to motivate clients toward personal responsibility for resiliency and recovery are introduced along with the development of wellness plans and support networks.

Prerequisite/Co-requisite: Admission/acceptance into the Behavioral Health Support Program.

Text(s):  
Human Behavior in the Social Environment: A Multidimensional Perspective Sixth Edition  
Authors: Jose B. Ashford; Craig Winston LeCroy; Lela Rankin Williams

Other Required Materials: none

Purpose of Course:  
To help social work students understand theory and its implications for assessment of human behavior and social work practice across the life span.

Course Objectives:  
Upon successful completion of this course, students will be able to:

1. Explain why social worker’s study human behavior in the social environment.
2. Describe the role played by normative and nonnormative influences on developmental outcomes.
3. Evaluate the strengths and limitations of common theoretical approaches and perspective for assessing human behavior concerns.
4. Describe the limits of one-dimensional approaches to assessing human behavior and the social environment.

Course Content:  
1. Introduction to Human Behavior in the Social Environment  
2. An Integrative Multidimensional Framework  
3. Pregnancy, Birth, and the Newborn  
4. Infancy
5. Early Childhood
6. Middle Childhood
7. Adolescence
8. Emerging Young Adulthood
9. Middle Adulthood
10. Late Adulthood and Very Late Adulthood

**Connection with Health Sciences Division (HSD) Outcome Statement:**

In compliance with MACC’s HSD outcomes, the student who successfully completes this course will be able to:

- **Outcome I:** Students will demonstrate effective written and oral communication skills thru class discussions, group forums/discussion(s), individual presentations and short essays.
- **Outcome III:** Students will think critically while systematically assessing problems, identifying issues and implementing solutions thru class discussions, group forums/discussion, individual presentations and short essays.
- **Outcome V:** Students will demonstrate skill mastery and will pursue lifelong learning in their field while adapting to changing industry standards and following evidence-based practices (EBP). Students will have the opportunity during this course to research and explore common EBP that are used today in current social service settings. Students will be encouraged to continue to challenge themselves and to strive to learn more reaching a higher level of learning so they can better assist and support those they are working with in the field.
- **Outcome VI:** Students will demonstrate a commitment to the art of caring as an identity of health professionals through purposeful effort to include caring behaviors in each client interaction. Students will be expected to arrive to class on time and ready to learn while demonstrating professional behavior that represents that of the social work values and ethics.

**Connection with Behavioral Health Support Outcome Statement:**

In compliance with MACC’s BHS outcomes, the student who successfully completes this course will be able to:

- **Outcome I:** Students will collaborate in the development, revision and executions of an individualized treatment plan that identifies specific, measurable, time-limited goals and interventions. In this course students will begin to engage in the process of learning and understanding human development so they can be prepared to write and implement practical treatment plans to meet the needs of those they will be working with in the field.
- **Outcome III:** Students will demonstrate an appropriate helping response for individual in mental health crisis and/or with suicidal ideation thru learning the stages of developing in supporting individuals where they are in their development by being able to identify unique factors to their developmental stage. Students will think critically while systemically assessing problems, identifying issues and implementing solutions thru class room discussions, case review and group discussions.
• Outcome VI: Students will analyze potential legal and ethical issues as they relate to targeted populations practice thru self-study, class discussions, individual presentations, short essays and group forums/discussions.

• Outcome VII: Students will effectively communicate with clients regarding internal and external resources for recovery as evident by wearing professional dress, professional language and professional behavior when attending class.

Grade Scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59 and below

Assignments/Point Values:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>280 points</td>
</tr>
<tr>
<td>Paper/Project</td>
<td>100 points</td>
</tr>
<tr>
<td>Discussions</td>
<td>700 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>300 points</td>
</tr>
<tr>
<td>Short Answer/Essay</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Total</td>
<td>1,580 points</td>
</tr>
</tbody>
</table>

Final Grades Calculation:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Earned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1,422 – 1,500</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>1,262 – 1,421</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>1,106 – 1,261</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>948 – 1,105</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 947</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

Assessment:

Students will be assessed/graded on the following:

• Attendance
  o 10 points will be given each day for students that arrive to class on time, are prepared and participate in class discussions.

• Weekly quizzes
  o 10 questions
  o Each quiz will be worth 20 points

• Weekly group discussions
  o Each discussion will be worth 50 points

• Short Essays
  o There will be two throughout the semester
  o Each essay will be worth 50 points

• Individual Paper/Presentation
  o There will be one individual paper/presentation during the semester
Expected Study Time Commitments:

Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Assignment(s)/Project(s):

1. Discussions
   - There will be weekly discussions, each worth 50 points. Participation in discussions will be evaluated this way: you must make a meaningful contribution to each discussion topic (40 points) and respond in similar fashion to at least one of your classmate’s posts (10 points).

2. Quizzes/Final Exam
   - Quizzes will cover assigned textbook readings and possibly any additional material covered.
   - The quizzes will be worth 20 points each (10 questions x 2 points for each question). Quizzes for the assigned week will be open Monday 8 am – Saturday 11:59 pm.
   - The final exam will be comprehensive for knowledge. The final exam will be worth 100 points (50 questions x 2 points for each question).

3. Short Answer/Essay Assignments
   - There will be 2 short answer or essay assignments worth 50 points each. These assignments involve questions that encourage students to explore a particular topic from the reading more in depth. Students will be asked to respond to a particular question or set of questions. This response should be thorough, indicating your depth of knowledge on this given topic.

4. Individual Paper/Presentation
   - There will be an individual project/paper that will be 200 points. 100 points for the paper and 100 points for the presentation. This paper will be in APA format discussing a chosen culture other than your own, applying the concepts we have learned in Chapters 1 and 2 to this culture. There is a rubric and detailed requirements in Canvas under the Modules-Course Resources.

Instructor Policies:

Tardiness:
Make-up and late work:

Extra-credit work:

**COLLEGE POLICIES**

**Attendance:**

Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

| In Seat Course | Physically attending scheduled, face-to-face, class meetings |
Virtual Course: Being present, via appropriate platform, for scheduled class meetings/activities

Hybrid Course: Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:
  - Completion of quizzes or exams during class meetings and online
  - Submission of assignments during class meetings and online
  - Participation in discussions during class meetings and online

Online Course: Active participation in an online course includes the following:
  - Completion of quizzes or exams
  - Submission of assignments
  - Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook, I.090 & M.095*)

**Academic Dishonesty:**

MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Student Email:**

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:**

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at
Title IX Statement:

MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) or contact Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or cheryll@macc.edu.