Course Dates, Time, and Location

Fall Semester, 2017: August 28, 2017 to December 15, 2017
MWF: 10:00 am - 10:50 am
Carr Building, Room 101

Instructor Contact Information

Jan Lentz, M.S.W., LCSW, BCD
Adjunct Instructor of Social Work
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Cell Phone 325-262-1415

Office Hours: MWF 11:00-11:30

Course Description

The biopsychosocial science base of social work practice. Includes theories of biological, social, cultural, psychological, and spiritual development within the context of the social environment through the life course. Focuses on the critical evaluation and application of theories and knowledge to person-environment transactions. Prerequisite: SWK 2307, SWK 2317, and Admission into the SWK Degree Program or a Declared SWK Minor.

Course Introduction

This course is the first in a sequence of two courses that focus on human behavior in the social environment. The purpose of this course is to provide the biopsychosocial science foundation for social work practice with a particular emphasis on the application of such foundations to at-risk populations broadly defined. The course is specifically concerned with theories relating to human development in the social environment as conceptualized from an ecological paradigm. The ecological paradigm allows the employment of the person-in-environment perspective in generalist social work practice across all levels of practice (micro, mezzo, and macro), and facilitates the biopsychosocial approach to clients that guides the processes of assessment, intervention, and evaluation. Issues relevant to human development across the lifespan are covered.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, Skills, and Cognitive and Affective Processes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

EP 2.1.4 -- Engage diversity and difference in practice.

Students will gain knowledge of how culture, social organization, and personal values may oppress, marginalize, alienate, or unjustly create power or privilege for certain groups. Students will recognize their own personal values and biases when working with diverse groups in efforts to respect the dignity and worth of every person and promote social justice in practice. Students will gain skills in recognizing and communicating differences between people. They will begin to gain skills in recognizing clients as informants regarding various areas of diversity.

EP 2.1.5 -- Advance human rights and social and economic justice.

Students will gain knowledge of the forms and mechanisms of oppression and discrimination. Students will apply social work values to advocate in efforts that promote social and economic justice.

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EP 2.1.6 -- Engage in research-informed practice and practice-informed research.

Students will gain knowledge of how to use practice experience to inform scientific inquiry by learning the life course perspective based on knowledge of human behavior in the social environment. Students will gain skills using research evidence to inform practice.

EP 2.1.7 -- Apply knowledge of human behavior and the social environment.

Students will gain knowledge of human behavior and how behavior is affected by the social environment. Students will learn skills utilizing the life course perspective to guide the process of understanding human behavior. Students will critically analyze various theories of human development in the social environment with social work values in mind.

EP 2.1.9 -- Respond to contexts that shape practice.

Students will gain knowledge of the dynamic nature of social work practice including the evolving organizational, community, and social context.

Course Materials

Required Texts:


*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).*

Important Web links:


(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Grading Information

Grading Scale:

90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
59 or Below = F

Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors:

Professional Performance 10%

This is relevant to attendance; engaging in class activities (group work and leadership qualities), including frequency and quality; professional presentation; and so forth. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class.

For a three times a week class:
There is no grade penalty for the first 2 absences (this is not an invite to miss class).
• Any additional absence will result in a loss of 10 points off of your total grade.
• The 7th absence results in a failing grade for the course. Please refer to ASU policy regarding class attendance.
• Being more than 5 minutes late for class will count as an absence.

HBSE I Application Paper 35%

Each student will write a paper based on a case study that will be supplied by the instructor and apply concepts of Human Behavior in the Social Environment (HBSE) learned in this course with a developmental (life course)-ecological framework in mind. Each paper will adhere to the most recent APA guidelines (you are required to see our Graduate Assistant or there will be a 10 point deduction), will be approximately 10-12 pages in length including the title and reference page, and must contain a discussion of the following:

I. Introduction of the Case Study
II. Discussion and Application of HBSE Life Course Perspective Concepts and Themes to Understand PIE Transactions, student will choose (3) Concepts and (3) Themes which will be applied to their case study along with their ethical reasoning of why they choose those concepts and themes
III. How Socio-Cultural Variables (i.e., those that affect the client, the social worker, and potential others) influence HBSE

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IV. A Critical Evaluation of the Forms and Mechanisms of Oppression and Discrimination that may affect HBSE

V. Application of HBSE Conceptual Frameworks to Guide the Process of Assessment, Intervention, and Evaluation

VI. Conclusion and References

PB14 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.

HBSE I Quizzes

Weekly quizzes will be given to assess students reading of class assignments.

HBSE I Examinations

There will be four (4) in class, single attempt, timed examinations in this course. Each of these examinations is worth 10% of your total course grade.

Testing via Respondus™ Monitor

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

• Computer with MAC or Windows Operating System
• High Speed Internet Access
• Ethernet Cable
• Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements:
http://www.angelo.edu/distance_education

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Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf

- All students are expected to follow the National Association of Social Workers Code of Ethics.

- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf

- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.

- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.

- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: http://www.angelo.edu/services/student_life/disibility.html.

Course Schedule

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<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tr>
<td>Week 1 8/28-9/1</td>
<td>Course Orientation</td>
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<td>Reading: Chapter 1</td>
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<td>Lecture Topic: A Life Course Perspective</td>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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<th>Week 2</th>
<th>Reading : Chapter 1 Continued</th>
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<tr>
<td>9/4-9/8</td>
<td>Lecture Topic: Discussion of Chapter 1; Group Work- case study</td>
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<td>9/4 Labor Day Holiday</td>
<td>Quiz: Chapter 1, 9/6/17</td>
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<td>Week 3</td>
<td>Reading: Chapter 2</td>
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<td>9/11-9/15</td>
<td>Lecture Topic: Conception, Pregnancy, and Childbirth; Group Work- case study; Questions Regarding Exam</td>
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<td>Quiz: Chapter 2 9/13/17</td>
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<td>Week 4</td>
<td>Reading: Chapter 3</td>
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<td>9/18-9/22</td>
<td>Lecture Topic: Infancy and Toddlerhood; Group Work - case study</td>
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<td><strong>Exam 1: Chapter 1-2, 9/22/2017</strong></td>
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<td>Week 5</td>
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<td>9/25-9/29</td>
<td>Lecture Topic: Infancy and Toddlerhood cont’d; Group Work- case study</td>
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<td>Quiz: Chapter 3, 9/27/17</td>
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<td>Week 6</td>
<td>Reading: Chapter 4, APA Manual</td>
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<td>10/2-10/6</td>
<td>Lecture Topic: Childhood; Group Work - case study</td>
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<td>Week 7</td>
<td>Reading: Chapter 5</td>
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<td>10/9-10/13</td>
<td>Lecture Topic: Middle Childhood; Group Work - case study; APA Guidelines for Application Paper</td>
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<td>Quiz: Chapter 5 10/11/17</td>
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<td>Week 8</td>
<td>Reading: Chapter 6</td>
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<td>10/16-10/20</td>
<td>Lecture Topic: Adolescents; Group Work – case study</td>
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<td><strong>Exam 2: Chapters 3-5, 10/20/2017</strong></td>
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<td>Week 9</td>
<td>Reading: Chapter 6 Continued</td>
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<tr>
<td>10/23-10/27</td>
<td>Lecture Topic: Continue Adolescents; Group Work - case study</td>
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<td>Receive Case Study for Application Paper</td>
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<td>Quiz: Chapter 6 10/25/17</td>
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<td>Week 10</td>
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<td>10/30-11/3</td>
<td>Lecture Topic: Young Adulthood; Group Work - case study</td>
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<td>Quiz: Chapter 7 11/1/17</td>
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| Week 11 | Reading: Chapter 8  
Lecture Topic: Middle Adulthood; Group Work - case study  
Quiz: Chapter 8  11/8/17 |
| Week 12 | Reading: Chapter 1 Review  
Lecture Topic: Review of Major Themes and Basic Concepts of the Life Course Perspective; Case Examples; Discussion of Application Paper; Questions about Exam  
**Exam 3: Chapters 6-8, 11/17/2017** |
| Week 13 | Reading: Chapter 9  
Lecture Topic: Late Adulthood; Group Work - case study  
Assignment: HBSE I Application Paper Due 11/20/2017, upload through TurnItIn by 10 am.  
No Quiz this week due to Thanksgiving Holiday |
| Week 14 | Reading: Chapter 10  
Lecture Topic: Very Late Adulthood; group work-case study  
Quiz: Chapters 9-10,  11/29/17 |
| Week 15 | Dead Week  
Evaluations |
| Week 16 | **Final Exam: Chapters 9-10, 12/13/17** |

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