



Angelo State University
Department of Psychology, Sociology, and Social Work
SWK 3307: Human Behavior in the Social Environment I

Course Dates, Time, and Location

Fall Semester, 2011: August 22, 2011 to December 9, 2011
Monday, Wednesday, Friday: 11:00 am - 11:50 am
Academic Building, Room 219

Instructor Contact Information

Ingrid A. Russo, M.S.W., LCSW
Lecturer
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Office Hours: MWF 9:00 am - 11:00 am
TR 9:00 am - 11:00 am

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

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biopsychosocial approach to clients that guides the processes of assessment, intervention, and evaluation. Issues relevant to human development across the lifespan are covered.

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

EP 2.1.1 -- Identify as a professional social worker and conduct oneself accordingly.

Students will continue gaining the skills necessary to identify as professional social workers and conduct themselves accordingly in their behavior, appearance, and communication (written and oral). Students will gain knowledge by learning the process of personal reflection and self-correction to assure continual professional development through class activities.

EP 2.1.2 -- Apply social work ethical principles to guide professional practice.

Students will recognize and manage personal values in a way that allows professional values to guide practice. Students will continue to build on the skills of applying their professional values to the social work profession's ethical standards of practice. Students will gain knowledge of the professional values of the social work profession and work to recognize their personal values in relationship to the professional values of the social work profession.

EP 2.1.3 -- Apply critical thinking to inform and communicate professional judgments.

Students will gain knowledge of what critical thinking is and how it can be applied to human behavior. Students will learn the values of critical thinking as it relates to scientific inquiry, reasoned discernment, and its importance to competent social work practice. Students will practice their critical thinking skills in written and oral class assignments.

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:*

Hutchison, E. D. (2011). *Dimensions of human behavior: The changing life course* (4th ed.). Thousand Oaks, CA: SAGE Publications. ISBN: 978-1-4129-7641-1

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

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.).

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%

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This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and so forth.

- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB3 Attend to professional roles and boundaries.
- PB4 Demonstrate professional demeanor in behavior, appearance, and communication.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

HBSE I Application Paper

40%

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, will be approximately 10 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 Concepts to Understand PIE Transactions
- III. How Socio-Cultural Variables (i.e., those that affect the client, the social worker, and potential others) influence HBSE
- IV. Application of Ethical Reasoning when Critically Evaluating and Applying HBSE Concepts to PIE Transactions across the Life Course
- V. A Critical Evaluation of the Forms and Mechanisms of Oppression and Discrimination that may affect HBSE
- VI. Application of HBSE Conceptual Frameworks to Guide the Process of Assessment, Intervention, and Evaluation
- VII. Summary and Conclusion

- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- 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.
- PB18 Understand the forms and mechanisms of oppression and discrimination.

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- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

HBSE I Quizzes

10%

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

- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

HBSE I Examinations

40%

There will be four (4) online, open book, multiple attempt (no more than three attempts), timed, examinations in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus Lock Down browser.

- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

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.

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- 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/disability.html.

Course Schedule

Week/Dates	Lecture Topics/Readings/Assignments
Week 1 8/22-8/26	Course Orientation Reading: Chapter 1 Lecture Topic: A Life Course Perspective
Week 2 8/29-9/2	Reading : Chapter 1-2 Case Studies Lecture Topic: Discuss Case Studies for Chapter 1-2
	<i>Course Schedule Continued on the Next Page</i>

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Week 3 9/5-9/9 9/5 is Labor Day	Reading: Chapter 2 Lecture Topic: Conception, Pregnancy, and Childbirth; Questions Regarding Exam
Week 4 9/12-9/16	Reading: Chapter 3 Lecture Topic: Infancy and Toddlerhood Exam 1: Chapter 1-2, 9/12/2011 to 9/16/2011
Week 5 9/19-9/23	Reading: Chapter 3-4 Lecture Topic: Infancy and Toddlerhood cont'd; Case Studies; Early Childhood
Week 6 9/26-9/30	Reading: Chapter 4, APA Manual Lecture Topic: Case Studies; APA Guidelines for Paper; Application Paper
Week 7 10/3-10/7	Reading: Chapter 5 Lecture Topic: Middle Childhood; Case Studies
Week 8 10/10-10/14	Reading: Chapter 6 Lecture Topic: Adolescents; Case Studies Exam 2: Chapters 3-5, 10/10/2011 to 10/14/2011
Week 9 10/17-10/21	Reading: Chapter 7 Lecture Topic: Young Adulthood; Case Studies Assignment: Receive Case Study for Application Paper
Week 10 10/24-10/28	Reading: Chapter 8 Lecture Topic: Middle Adulthood; Case Studies
Week 11 10/31-11/4	Reading: Chapter 9 Lecture Topic: Late Adulthood; Case Studies; Discussion of Application Paper Exam 3: Chapters 6-8, 10/31/2011 to 11/4/2011
Week 12 11/7-11/11	Reading: Chapter 1 Lecture Topic: Major Themes and Basic Concepts of the Life Course Perspective; Case Examples
	<i>Course Schedule Continued on the Next Page</i>

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Week 13 11/14-11/18	Reading: Chapters 10 Lecture Topic: Very Late Adulthood; Discussion of Application Paper
Week 14 11/21-11/25 11/24-11/25 is Thanksgiving	Reading: Chapter 10 Lecture Topic: Case Studies for Chapter 10 Assignment: HBSE I Application Paper Due 11/23/2011
Week 15 11/28-12/2	Dead Week Evaluations Due
Week 16 12/5-12/9	Final Exam: Chapters 9-10, 12/4/2011 to 12/7/2011