



Angelo State University
Department of Psychology, Sociology, and Social Work
SWK 3311: Human Behavior in the Social Environment II

Course Dates, Time, and Location

Spring Semester, 2011: January 10, 2011 to May 6, 2011
Monday, Wednesday, Friday: 1:00 pm - 1:50 pm
Academic Building, Room 115

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 a critical analysis of the interactions between the person and the dynamic nature of groups, organizations, communities, society, and economic systems. Focuses on multiple dimensions of the person and the range of social systems in which they live. Prerequisite: SWK 3307 and SWK 3309

Course Introduction

This course offers a critical examination of the dynamic nature of person-in-environment transactions. These dynamic transactions that occur include those between the biological, psychological, and spiritual person and others, the family, small groups, organizations, communities, social institutions, culture, and so forth. Further, this course takes a multidimensional perspective that allows for breadth and depth when considering personal, environmental, and the time dimensions of human behavior in the social environment.

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

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 begin to learn 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. Students will adhere to the social work values continuously in class and in other environments.

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 in the social environment. Students will learn the value 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 about various areas of diversity.

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 person-in-environment assessment based on knowledge of human behavior in the social environment. Students will gain skills in writing a term paper by 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 by utilizing the person-in-environment conceptual framework to guide the process of assessment, intervention, and evaluation with individuals.

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.

EP 2.1.10(a)–(d) -- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Students will gain skills by learning the Person-In-Environment (PIE) assessment system and applying it to a confederate client. Students will gain knowledge of how to engage clients, through empathy and other interpersonal skills learned in their Social Work Practice I course. Students will also gain skills through assessment of an individual, by collecting/interpreting client data and assessing client's strengths and weaknesses. Students will gain knowledge of how to work ethically with clients in their environments.

Course Materials

Required Texts:

Hutchison, E. D. (2011). *Dimensions of human behavior: Person and environment* (4th ed.). Thousand Oaks, CA: SAGE Publications. ISBN: 978-1-4129-8879-7

Karls, J. M., & Wandrei, K. E. (1994). *Person-in environment system: The PIE classification system for social functioning problems*. Washington, DC: NASW Press. ISBN: 978-0-87101-240-1

Karls, J. M., & O'Keefe, M. E. (2008). *Person-in environment system manual* (2nd ed.). Washington, DC: NASW Press. ISBN: 978-0-87101-379-8

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.).

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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, 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 II, the PIE Assessment Interview (20%) and Term Paper (20%) 40%

Each student will interview an adult individual and will use the PIE Assessment System in the Social Work Lab. This assignment is an opportunity to critically evaluate and apply HBSE concepts in a laboratory practice environment. Each student will write a paper that will include the history of PIE and their assessment of the selected individual.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB5 Engage in [and form a commitment to] career-long learning.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.

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- 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.
- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- PB30 Use empathy and other interpersonal skills.
- PB32 Collect, organize, and interpret client data.
- PB33 Assess client strengths and limitations.
- PB35 Select appropriate intervention strategies.

HBSE II—Quizzes

10%

Weekly quizzes will be given to assess students reading of class assignments, only 10 quizzes will be given and students will not know which Chapters they will be quizzed on until the day of the quiz.

- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

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.
- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

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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/disability.html.

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Course Schedule

Week/Dates	Lecture Topics/Readings/Assignments
Week 1 1/10-1/14	<p>Course Introduction</p> <p>Reading: Chapter 1 and 2 (Hutchison)</p> <p>Lecture Topic: Aspects of Human Behavior: Person, Environment, Time</p> <p>Lecture Topic: Theoretical Perspectives on Human Behavior</p>
Week 2 1/17-1/21	<p>Holiday: January 17th</p> <p>Reading: Chapter 3 (Hutchison)</p> <p>Lecture Topic: The Biological Person</p>
Week 3 1/24-1/28	<p>Reading: Chapter 1 and 2 (PIE Text), Chapter 1 (PIE Manual)</p> <p>Lecture Topic: PIE, Structure of PIE</p> <p>Exam 1: Chapters 1-3, 1/24/2011 to 1/28/2011</p>
Week 4 1/31-2/4	<p>Reading: Chapter 4 (Hutchison), Chapter 3 (PIE Text), Chapter 2 (PIE Manual)</p> <p>Lecture Topic: The Psychological Person: Cognition, Emotion, and Self and Use of PIE in Practice</p>
Week 5 2/7-2/11	<p>Reading: Chapter 5(Hutchison), Chapter 4 (PIE Text), Chapter 3 (PIE Manual)</p> <p>Lecture Topic: The Psychosocial Person: Relationships, Stress, and Coping and PIE in Family Service Settings, Factor I</p>
Week 6 2/14-2/18	<p>Reading: Chapter 6 (Hutchison), Chapter 5 (PIE Text), Chapter 4 (PIE Manual)</p> <p>Lecture Topic: The Spiritual Person and PIE in Medical Settings, Factor 2</p>
Week 7 2/21-2/25	<p>Reading: Chapter 7 (Hutchison), Chapter 6 (PIE Text), Chapter 5 (PIE Manual)</p> <p>Lecture Topic: The Physical Environment and PIE in Employee Assistance Programs, Factor 3</p>
Week 8 2/28-3/4	<p>Reading: Chapter 8 (Hutchison), Chapter 7 (PIE Text), Chapter 6 (PIE Manual)</p> <p>Lecture Topic: Culture and PIE in Welfare Settings, PIE (severity, duration, coping, etc)</p>

Course Schedule Continued on the Next Page

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	<p>Exam 2: Chapters 4-7, 2/28/2011 to 3/4/2011</p> <p>Assessments</p>
<p>Week 9 3/7-3/11</p>	<p>Reading: Chapter 9 (Hutchison), Chapter 12 (PIE Text), Chapter 7 (PIE Manual)</p> <p>Lecture Topic: Social Institutions and Social Structure and Intervention Plan, PIE for Case Management</p> <p>Assessments</p>
<p>3/14-3/18</p>	<p>Spring Break</p>
<p>Week 10 3/21-3/25</p>	<p>Reading: Chapter 10 (Hutchison), Chapter 8 and 9 (PIE Manual)</p> <p>Lecture Topic: Families and CompuPIE/ PIE Worksheet, Case Examples</p> <p>Assessments</p>
<p>Week 11 3/28-4/1</p>	<p>Reading: Chapter 11 (Hutchison)</p> <p>Lecture Topic: Small Groups</p> <p>Exam 3: Chapters 8-10, 03/28/2011 to 4/1/2011</p> <p>Assessments</p>
<p>Week 12 4/4-4/8</p>	<p>Reading: Chapter 12 (Hutchison)</p> <p>Lecture Topic: Formal Organizations</p> <p>Assessments</p>
<p>Week 13 4/11-4/15</p>	<p>Reading: Chapter 13 (Hutchison)</p> <p>Lecture Topic: Communities</p> <p>Last week for Assessments</p>
<p>Week 14 4/18-4/22</p>	<p>Reading: Chapter 14 (Hutchison)</p> <p>Lecture Topic: Social Movements</p> <p>Assignment Due: The PIE Assessment System Paper (4/22/2011)</p>
<p>Week 15 4/25-4/29</p>	<p>Dead Week</p> <p>Course Evaluations</p>
	<i>Course Schedule Continued on the Next Page</i>

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Week 16 5/2-5/6	Exam 4: Chapters 11-14, 5/1/2011 to 5/3/2011
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