Course Dates, Time, and Location

Spring Semester, 2019: January 14, 2019 to May 10, 2019
Online Course

Instructor Contact Information

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Office Hours: MWF 9:00 am – 11:00 am; MW-- 12 pm – 2:00 pm
T 4:30 am - 6:00 pm, virtual hours upon request

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

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 breath 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, Skills, and Cognitive/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.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to intervene effectively with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Course Materials

Required Texts:


Purchase EHR: my.ehrtutor.com--$60
All students must purchase access to this website. These are electronic records where we will be simulating client assessments, evaluations, and interventions.


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

Code of Ethics:

Code of Conduct:

Scope of Practice:

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:

Discussions/Professional Performance  10%

This is relevant to engaging in class activities—partner assessments, discussion posts, emailing, asking questions, etc-- including frequency and quality; professional presentation; and so forth. You must complete all discussion posts and answer one peer’s post. Please be sure to be respectful when writing to your peers and to the instructor. The instructor will be using a Discussion Rubric to grade all discussions which is specifically looking at: Frequency (did student answer post on the date given), initial assignment posting (did you answer the question in its totality, use the book and extra reference—journal article), follow-up postings (did you answer a peers post), content contribution (did the student contribute to the knowledge found through research), references and support (do you have two references), and clarity and mechanics (spelling and grammar).

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles. (especially when responding to a peers post, use the peers name)
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as Jk or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

**HBSE II, the PIE Assessment Interview (15%) and Term Paper (20%) 35%**

Each student will interview an adult individual in a place of his or her choosing, such as the Social Work Lab/Library Lab. This will help maintain your client’s confidentiality. Each student will use the PIE Assessment System and will input the information into EHR. This assignment is an opportunity to critically evaluate and apply HBSE concepts in a laboratory practice environment. Each student will record their assessments and upload into blackboard through Kaltura (instructions will be posted on blackboard), youtube, on a flashdrive, or some other type of media. Each student will write a paper that will include research regarding a specific problem that their client is living with such as i.e. poverty, mental health, criminal justice, physical health issues, diversity issues, etc. The student will conduct research on said problem and summarize their findings (5 peer reviewed Articles/texts/journals is the minimum for this paper). The student will also discuss the Person in Environment (PIE) theory, all Factors of the theory, and their engagement, assessment, and intervention 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.

1. B-1: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. B-2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. B-3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. B-4: use technology ethically and appropriately to facilitate practice outcomes; and
5. B-6: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
6. B-8: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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7. B-17: apply knowledge of human behavior and the social environment, person-in-
   environment, and other multidisciplinary theoretical frameworks to engage with clients
   and constituencies; and
8. B-18: use empathy, reflection, and interpersonal skills to effectively engage diverse
   clients and constituencies.
9. B-20: apply knowledge of human behavior and the social environment, person-in-
   environment, and other multidisciplinary theoretical frameworks in the analysis of
   assessment data from clients and constituencies;
10. B-21: develop mutually agreed-on intervention goals and objectives based on the critical
    assessment of strengths, needs, and challenges within clients and constituencies; and
11. B-24: apply knowledge of human behavior and the social environment, person-in-
    environment, and other multidisciplinary theoretical frameworks in interventions with
    clients and constituencies;

**HBSE II—Quizzes and EHR Assignments 15%**

Weekly quizzes will be given to assess students reading of class assignments, also several
EHR assignments will be given to help the student learn how to work with diverse clients.

**Examinations 40%**

There will be four (4) online (respondus lockdown browser) 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

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· 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.

**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.).**

**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.

**STUDENT RESPONSIBILITY & ATTENDANCE**

- **ON-LINE:** This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, quizzes, exams, assessments, and EHR assignments. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

- 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, laptops, and so forth, are not to be used during examinations.

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ACADEMIC HONESTY

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/content/files/17358-university-honor-code. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1 1/14-1/18</td>
<td><strong>Welcome! Module 1 Introduction to Course</strong></td>
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<tr>
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<td><strong>DUE Jan 16th by 11:59 PM</strong></td>
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<td></td>
<td>● Review START HERE page</td>
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<tr>
<td></td>
<td>● Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content.</td>
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<td></td>
<td><strong>Post:</strong> Self-Introduction in the discussion board</td>
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<tr>
<td></td>
<td><strong>Reading:</strong> Chapter 1 (Hutchison)</td>
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<td><strong>Discussion Topic:</strong> Aspects of Human Behavior: Person, Environment, Time</td>
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<td><strong>Due:</strong> Quiz 1</td>
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<tr>
<td>Week 2 1/21-1/25</td>
<td><strong>Module 1</strong></td>
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<tr>
<td>1/21 MLK Holiday</td>
<td><strong>Reading:</strong> Chapter 2 (Hutchison)</td>
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<td><strong>Discussion Topic:</strong> Theoretical Perspectives on Human Behavior</td>
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<td><strong>Post:</strong> Discussion Board answer questions and respond to one peers post, original post due on 1-25 by 11:59 pm and peer post due on 1-27 at 11:59 pm.</td>
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<td><strong>Quiz 2</strong></td>
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<td>Week 3 1/28-2/1</td>
<td><strong>Module 1</strong></td>
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<tr>
<td></td>
<td><strong>Reading:</strong> Chapter 3 (Hutchison)</td>
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<td><strong>Discussion Topic:</strong> The Biological Person</td>
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<td><strong>Quiz 3 and EHR Assignment</strong> due on 2-3-19 by 11:59 pm.</td>
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<tr>
<td>Week 4 2/4-2/8</td>
<td><strong>Module 2</strong></td>
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<td><strong>Reading:</strong> Chapter 4 (Hutchison)</td>
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<td></td>
<td><strong>Discussion Topic:</strong> The Psychological Person: Cognition, Emotion, and Self; PIE Factor I: Social Role and Relationship Functioning</td>
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<td><strong>Quiz 4</strong></td>
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<td><strong>Exam 1:</strong> Chapters 1-3 (Hutchison), 2/8/2019 to 2/11/2019 11:59 pm</td>
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<tr>
<td>Week 5 2/11-2/15</td>
<td><strong>Module 2</strong></td>
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<td><strong>Reading:</strong> Chapter 5 (Hutchison)</td>
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<tr>
<th>Week 6</th>
<th>Module 2</th>
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<tbody>
<tr>
<td>2/18-2/22</td>
<td>Reading: Chapter 6 (Hutchison), Chapter 5 (PIE Manual)</td>
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<tr>
<td><strong>Discussion Topic</strong>: The Spiritual Person; PIE Factor III: Mental Health conditions and Factor IV: Physical Health Conditions</td>
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<tr>
<td>Quiz 6 and EHR Assignment due on 2-24-19 by 11:59 pm.</td>
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<tr>
<th>Week 7</th>
<th>Module 2</th>
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<tbody>
<tr>
<td>2/25-3/1</td>
<td>Reading: Chapter 7 (Hutchison)</td>
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<tr>
<td><strong>Discussion Topic</strong>: The Physical Environment</td>
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<tr>
<td>Week 1 of PIE Assessments: Students must start recording PIE assessments with partner, they must be video recorded and saved.</td>
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<td>Quiz 7</td>
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<tr>
<th>Week 8</th>
<th>Module 3</th>
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<tr>
<td>3/4-3/8</td>
<td>Reading: Chapter 8 (Hutchison)</td>
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<td><strong>Discussion Topic</strong>: Culture; PIE Interventions</td>
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<tr>
<td>Week 2 of PIE Assessments</td>
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<td>Quiz 8</td>
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<th>Week 9</th>
<th>Module 3</th>
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<tr>
<td>3/18-3/22</td>
<td>Reading: Chapter 9 (Hutchison)</td>
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<tr>
<td><strong>Discussion Topic</strong>: Social Institutions and Social Structure; Case Examples</td>
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<tr>
<td>Quiz 9</td>
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<tr>
<td>Week 3 of PIE Assessments</td>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
| Week 10 | Module 3  
3/25-3/29 | Reading: Chapter 10 (Hutchison)  
Discussion Topic: Families; Questions about PIE Assessment or paper  
Quiz 10  
Week 4 of PIE Assessments; EHR Assignment due on 3-31-19 by 11:59 pm. |
|---|---|
| Week 11 | Module 4  
4/01-4/05 | Reading: Chapter 11 (Hutchison)  
Discussion Topic: Small Groups; Questions about PIE Paper  
Quiz 11  
Exam 3: Chapters 8-10, 4/05/2019 to 4/08/2019 11:59 pm.  
Week 5 of PIE Assessments—this is the last week to record your video assessment. |
| Week 12 | Module 4  
4/08-4/12 | Reading: Chapter 12 (Hutchison)  
Discussion Topic: Formal Organizations; Questions about PIE, APA, etc  
Quiz 12  
Assignment Due: The PIE Assessment System Paper and recording is due 4/12/2019 by 11:59 pm, paper will be submitted through “turnitin” and recording to be emailed and/or given to instructor on a flashdrive that will be returned to the student. |
| Week 13 | Module 4  
4/15-4/19 | Reading: Chapter 13 (Hutchison)  
Discussion Topic: Communities  
Quiz 13 and group work |
| Week 14 | Module 4  
4/22-4/26 | Reading: Chapter 14 (Hutchison)  
Discussion Topic: Social Movements  
Post: Discussion Board answer questions and respond to one peers post, original post due on 4-26 by 11:59 pm and peer post due on 4-28 at 11:59 pm  
Quiz 14 |

Course Schedule continued on next page

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
<table>
<thead>
<tr>
<th>Week 15</th>
<th>4/29-5/03</th>
<th>Dead Week</th>
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<tbody>
<tr>
<td></td>
<td><strong>Post:</strong> Discussion Board answer questions and respond to one peers post, original post due on 5-3 by 11:59 pm and peer post due on 5-05 at 11:59 pm</td>
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<tr>
<td></td>
<td>Final Exam Review</td>
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<td><strong>Course Evaluations</strong></td>
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<tr>
<th>Week 16</th>
<th>5/06-5/10</th>
<th>Final Exam 4: Chapters 11-14 (Hutchison)</th>
</tr>
</thead>
</table>

**SYLLABUS CHANGES**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**COURSE EVALUATION**

Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester.

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