SWK 3307-010: Human Behavior in the Social Environment I

Course Dates, Time, and Location

Fall Semester, 2019: August 26, 2019 to December 13, 2019
MWF: 1:00 pm - 1:50 pm
HHS Building, Room 103

Instructor Contact Information

Chelsea Kading, M.S.W.
Clinical Instructor
Office Phone: 325-486-5450
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Department of Social Work
HHS Building, Office 318Y

Office Hours Monday, Wednesday and Friday 12-1p.m
Tuesday, Thursday 8:00a.m.-12:00p.m

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 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.

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 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

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

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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.

**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 effectively intervene 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.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Course Materials**

*Required Texts:*


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


*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:


**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.

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• Being more than 5 minutes late for class will count as an absence.

HBSE I Application Paper  

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 8-12 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
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

B6 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
B7 Present themselves as learners and engage clients and constituencies as experts of their own experiences
B8 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
B13 Use and translate research evidence to inform and improve practice, policy, and service delivery
B17 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
B18 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
B19 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
B20 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;
B21 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
B22 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
B23 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
B24 apply knowledge of human behavior and the social environment, person-in- 

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environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
B26 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
B27 facilitate effective transitions and endings that advance mutually agreed-on goals.
B28 select and use appropriate methods for evaluation of outcomes;
B29 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
B30 critically analyze, monitor, and evaluate intervention and program processes and outcomes

HBSE I Quizzes and EHR Assignments 20%

Weekly quizzes (one attempt) will be given to assess students reading of class assignments, also biweekly EHR assignments will be given to help students with working with diverse clients.

HBSE I Examinations 40%

There will be four (4) online, two attempt, timed examinations in this course through Respondus Lockdown Browser/Monitor. Each of these examinations is worth 10% of your total course grade.

Testing via Respondus™ Monitor

Access to quizzes and exams 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

Course Policies

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

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1 8/26-8/30 | Course Orientation  
Reading: Chapter 1  
Lecture Topic: A Life Course Perspective; Group Work |
| Week 2 9/2-9/6 9/2 Labor Day Holiday | Reading: Chapter 1 Continued  
Lecture Topic: Discussion of Chapter 1; Group Work-case study  
Quiz: Chapter 1 |
| Week 3 9/9-9/13 | Reading: Chapter 2  
Lecture Topic: Conception, Pregnancy, and Childbirth; Group Work-case study; Questions Regarding Exam  
Quiz: Chapter 2  
EHR Assignment |
| Week 4 9/16-9/20 | Reading: Chapter 3  
Lecture Topic: Infancy and Toddlerhood; Group Work-case study  
Exam 1: Chapter 1-2, Opens on 9/20/2019 8am to 9/22-19 11:59pm. |
| Week 5 9/23-9/27 | Reading: Chapter 3 Continued  
Lecture Topic: Infancy and Toddlerhood cont’d; Group Work-case study  
Quiz: Chapter 3  
EHR Assignment |
| Week 6 9/30-10/4 | Reading: Chapter 4, APA Manual  
Lecture Topic: Childhood; Group Work-case study  
Quiz: Chapter 4 |
| Week 7 10/7-10/11 | Reading: Chapter 5  
Lecture Topic: Middle Childhood; Group Work-case study; APA Guidelines for Application Paper  
Quiz: Chapter 5 |
| Week 8 10/14-10/18 | Reading: Chapter 6  
Lecture Topic: Adolescents; Group Work-case study |

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<tr>
<th>Week 9 10/21-10/25</th>
<th><strong>Exam 2: Chapters 3-5, Opens on 10/17/2019 at 8am to 10/21/19 at 11:59 pm.</strong></th>
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<tr>
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<td>Reading: Chapter 6 Continued</td>
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<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</td>
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<td>EHR Assignment</td>
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<td>Week 10 10/28-11/1</td>
<td>Reading: Chapter 7</td>
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<td>Lecture Topic: Young Adulthood; Group Work - case study</td>
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<td>Quiz: Chapter 7</td>
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<td>Week 11 11/4-11/8</td>
<td>Reading: Chapter 8</td>
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<td>Lecture Topic: Middle Adulthood; Group Work - case study</td>
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<td>Week 12 11/11-11/15</td>
<td>Reading: Chapter 1 Review</td>
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<td>Lecture Topic: Review of Major Themes and Basic Concepts of the Life Course Perspective; Case Examples; Discussion of Application Paper; Questions about Exam</td>
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<td><strong>Exam 3: Chapters 6-8, Opens on 11/15/2019 8am to 11/17/19 at 11:59 pm.</strong></td>
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<td>Week 13 11/18-11/22</td>
<td>Reading: Chapter 9</td>
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<td>Lecture Topic: Late Adulthood; Group Work - case study</td>
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<td><strong>Assignment: HBSE I Application Paper Due 11/18/2019, upload through TurnItIn by 8 pm.</strong></td>
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<td>Quiz Chapter 9</td>
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<td>Week 14 11/25-11/29</td>
<td>Reading: Chapter 10</td>
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<td>Thanksgiving Holiday</td>
<td>Lecture Topic: Very Late Adulthood; group work-case study</td>
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<td><strong>No quiz due to Thanksgiving Holiday</strong></td>
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<td>Week 15 12/2-12/6</td>
<td>Dead Week</td>
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<td>Evaluations</td>
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<td>Week 16 12/9-12/13</td>
<td><strong>Final Exam: Chapters 9-10—Opens on 12/6/19 at 5pm to 12/11/19 at 12 pm.</strong></td>
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Title IX at Angelo State University:

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:**  www.angelo.edu/incident-form

**Face to Face:**  Mayer Administration Building,  
Room 210

**Phone:**  325-942-2022

**E-Mail:**  michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325- 942-2371), the 24-Hour Crisis Helpline (325 486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit:  www.angelo.edu/title-ix.

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