Department of Social Work Human Behavior in the Social Environment I
Fall Semester 2021

Instructor: Audra Johnson, LCSW
Email: audra.johnson@angelo.edu
Office: Virtual
Student Hours: Appointments available through Collaborate or email

Course Information
As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct. Also, due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak
**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 Credits**
This course is offered face to face for 3 credit hours

**Prerequisite and Co-requisite Courses**
Prerequisite: SWK 2307 and admission into the social work program or a declared minor in social work.

**Prerequisite Skills**
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the social work program.

**Program Outcomes**
Upon completion of the program of study for the BSW program, the graduate will be prepared to 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; understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas; recognize personal values and the distinction between personal and professional values; understand how their personal experiences and affective reactions influence their professional judgment and behavior; understand the profession’s history, its mission, and the roles and responsibilities of the profession; understand the role of other professions when engaged in inter-professional teams; recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective; and understand emerging forms of technology and the ethical use of technology in social work practice

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>use reflection and self-regulation to manage personal values and</td>
<td>Professional Performance Application Paper Exams</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>Competency 1: Maintain Professionalism in Practice Situations</td>
<td>Professional Performance</td>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
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<tr>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
<td>Professional Performance</td>
<td>Competency 4: Engage In Practice-informed Research and Research-informed Practice</td>
</tr>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research</td>
<td>Application Paper</td>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>Application Paper</td>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>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</td>
<td>Application Paper</td>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td>Application Paper</td>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other</td>
<td>Application Paper</td>
<td></td>
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multidisciplinary theoretical frameworks in the evaluation of outcomes

Course Delivery
This is a face-to-face course with learning resources and supplemental materials posted in Blackboard. All testing will be done through Respondus Testing.

Required Texts and Materials


*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.).*

Recommended Texts, Links and Materials

Technology Requirements
To successfully complete this course, students need the following:

- Access to a computer with either a Mac or Windows Operating System *(Chromebook will not allow access to Respondus)*
- High speed Internet access
- Ethernet cable (It is highly recommended by IT that you plug into a router using an Ethernet cable when testing so that you don’t lose connection by wifi drop.)
● Webcam (A plug-in webcam allows the student to perform thorough environmental scans.)

To participate in one of ASU’s distance education programs, you need this technology:

● A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
● The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
● Microsoft Office Suite or a compatible Open Office Suite
● Adobe Acrobat Reader
● High Speed Internet Access
● Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
● Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

Topic Outline

Module 1: Covers chapters 1 and 2 discussing a life course perspective and the topics of conception, pregnancy, and childbirth
Module 2: Covers chapters 3-5 and discusses infancy, toddlerhood, early childhood, and middle childhood
Module 3: Includes chapters 6-8 and reviews adolescence, young adulthood, and middle adulthood
Module 4: Includes chapters 9 & 10 and discusses late adulthood and very late adulthood

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.
Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10 %</td>
</tr>
<tr>
<td>HBSE I Application Paper</td>
<td>30 %</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20 %</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Professional Performance
Relevant to attendance are: engaging in class activities (including frequency and quality),
professional presentations, class discussions, and so forth. Professional social workers are present in their practice setting. Students in a social work program are expected to be motivated to learn and to have a sense of dedication to their studies. Class will begin and end at scheduled times. Students are to be present for the duration of class. Other demands of your time (e.g., work, family, appointments, other courses, etc.) will be negotiated with this in mind. Students will demonstrate their full presence in class, physical and intellectual.

There is no grade penalty for the first 3 absences. This is not an invitation to miss class.

- Any additional absence will result in a loss of 10 points from your total grade.
- The 7th absence results in a failing grade for the course. Refer to ASU class attendance policy.
- Being more than 10 minutes late for class WILL count as an absence even if you participate in the remaining course time for that day.

**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

**Quizzes**

There will be various quizzes via respondus during the semester. These will be one attempt, close book quizzes.

**Examinations**

There will be 4 exams for this class. Each of these examinations will be worth 10% of your total course grade. Each of the exams will be administered via Blackboard using the Respondus Monitor and LockDown browser. You may not use notes, PowerPoint lectures, textbooks, or other materials to take the exam.
Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at audra.johnson@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

POLICY ON LATE OR MISSED ASSIGNMENTS

Assignments: Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than 5 days past the assigned due date.

Exams and Quizzes: NOT ACCEPTED LATE FOR ANY REASON

The week begins on Monday and ends on Sunday. All test, assignments and other due dates will be SUNDAY at 11:59pm

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

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1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct. Also, due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak

Student Responsibility and Attendance

Relevant to attendance are: engaging in class activities (including frequency and quality), professional presentations, class discussions, and so forth. Professional social workers are present in their practice setting. Students in a social work program are expected to be motivated to learn and to have a sense of dedication to their studies. Class will begin and end at scheduled times. Students are to be present for the duration of class. Other demands of your time (e.g., work, family, appointments, other courses, etc.) will be negotiated with this in mind. Students will demonstrate their full presence in class, physical and intellectual.

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Academic Integrity

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

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.³

³ https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. 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.

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4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. 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. Resources to help you understand this policy better are available at the ASU Writing Center.7

**Student Absence for Observance of Religious Holy Days**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day8 for more information.

**Copyright Policy**
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**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.

**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

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7 [https://www.angelo.edu/dept/writing_center/academic_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)
8 [https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of](https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of)
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
Email: 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.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Aug. 17-22</strong>  • Course Orientation</td>
</tr>
<tr>
<td></td>
<td><strong>Reading: Chapter 1 Lecture Topic: A Life Course Perspective: Group Work</strong></td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Aug. 23-29</strong>  • Reading: Chapter 1 Continued</td>
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<tr>
<td></td>
<td>• Lecture Topic: Discussion of Chapter 1</td>
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<tr>
<td></td>
<td>• Quiz: Chapter 1 opens 8/27 @ 8 am and closes 8/30 end of day (eod)</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Aug. 30- Sept. 5</strong>  • Reading: Chapter 2</td>
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<tr>
<td></td>
<td>• Lecture Topic: Conception, Pregnancy, and Childbirth; Group Work- case study</td>
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<tr>
<td></td>
<td>• Quiz: Chapter 2 opens 9/3 @ 8 am and closes 9/6 eod</td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Sept. 6-12</strong>  • Reading: Chapter 3</td>
</tr>
<tr>
<td>Date/Week</td>
<td>Lectures and Activities</td>
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<tr>
<td><strong>September 7 is Labor Day</strong></td>
<td>- Lecture Topic: Infancy and Toddlerhood; Group Work - case study&lt;br&gt;- <strong>Exam 1</strong>: Chapter 1-2 Opens 9/10 @ 8 am Closes 9/13 end of day</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;Sept. 13-19</td>
<td>- Reading: Chapter 3 Continued&lt;br&gt;- Lecture Topic: Infancy and Toddlerhood cont’d&lt;br&gt;- Quiz: Chapter 3 opens 9/17 @ 8 am and closes 9/20 eod</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;Sept. 20-26</td>
<td>- Reading: Chapter 4&lt;br&gt;- Lecture Topic: Childhood&lt;br&gt;- Quiz: Chapter 4 opens 9/24 @ 8 am and closes 9/27 eod</td>
</tr>
<tr>
<td><strong>Week 7</strong>&lt;br&gt;Sept. 27- Oct. 3</td>
<td>- Reading: Chapter 5&lt;br&gt;- Lecture Topic: Middle Childhood&lt;br&gt;- APA Guidelines for Application Paper&lt;br&gt;- Quiz: Chapter 5 opens 10/1 @ 8 am and closes 10/4 eod</td>
</tr>
<tr>
<td><strong>Week 8</strong>&lt;br&gt;Oct. 4-10</td>
<td>- Reading: Chapter 6&lt;br&gt;- Lecture Topic: Adolescents&lt;br&gt;- <strong>Exam 2</strong>: Chapters 3-5 Open 10/8 @ 8 am and closes 10/11 end of day</td>
</tr>
<tr>
<td><strong>Week 9</strong>&lt;br&gt;Oct. 11-17</td>
<td>- Reading: Chapter 6 Continued&lt;br&gt;- Lecture Topic: Continue Adolescents&lt;br&gt;- Quiz: Chapter 6 opens 10/15 @ 8 am and closes 10/18 eod</td>
</tr>
<tr>
<td><strong>Week 10</strong>&lt;br&gt;Oct. 18-24</td>
<td>- Reading: Chapter 7&lt;br&gt;- Lecture Topic: Young Adulthood&lt;br&gt;- Quiz: Chapter 7 opens 10/22 @ 8 am and closes 10/25 eod</td>
</tr>
<tr>
<td><strong>Week 11</strong>&lt;br&gt;Oct. 25-31</td>
<td>- Reading: Chapter 8&lt;br&gt;- Lecture Topic: Middle Adulthood&lt;br&gt;- Quiz: Chapter 8 opens 10/29 @ 8 am and closes 11/1 eod</td>
</tr>
<tr>
<td><strong>Week 12</strong>&lt;br&gt;Nov. 1-7</td>
<td>- Reading: Chapter 1 Review&lt;br&gt;- Lecture Topic: Review of Major Themes and Basic Concepts of the Life Course Perspective; Case Examples; Discussion of Application Paper; Questions about Exam&lt;br&gt;- <strong>Exam 3</strong>: Chapters 6-8 Opens 11/5 @ 8 am and closes 11/8 end of day</td>
</tr>
</tbody>
</table>
Week 13
Nov. 8-14
● Reading: Chapter 9
● Lecture Topic: Late Adulthood
● Assignment: HBSE I Application Paper Due 11/15 end of day
● Quiz Chapter 9 open 11/12 @ 8 am and closes 11/15 eod

Week 14
Nov. 15-21
● Reading: Chapter 10 Lecture Topic: Very Late Adulthood

Week 15
Nov. 22-24
Final Exam: Chapters 9-10—Opens on 11/21 @ 8 am and closes 11/24 eod
● Evaluations

Grading Rubrics
Rubric: HBSE I Application Paper (Due date on Syllabus)

Watch a film/show or come up with a case vignette: You will be picking one client or client system to apply the information below.

1. Introduction—(one paragraph) introduction, (one paragraph) summarize what is your client’s main problem (who is your main client, how old, ethnicity/race; main problem)—other diverse issues, etc.; and conclusion (one paragraph)—10 Points _____________ cite the movie/show/case history as that is where you obtained this info.

2. Define, explain, and apply a human behavior theory/perspective that is relevant to your case (B17, 20, 24, 29)—tell me why you chose it as your main theory; how would you use engagement and assessment when working with this client?—30 points _____________ (make sure you have citations—from the textbook and peer reviewed articles)

3. Define discrimination and oppression and explain what mechanisms of discrimination/oppression have been faced by your client; How would you apply and communicate your understanding of the importance of diversity and difference in shaping life experiences in practice (B6)—20 points _____________ (cite)

4. Did you answer questions given by instructor (when looking at ethical dilemmas make sure to look at personal biases and personal values as well as
Questions for Case

1. What is the main issue/life event that has occurred to your character/client and has it caused future problems?

2. What ethical issues/principles/values may you have to be aware of when working with your character/client (use NASW code of ethics and cite)? Look at commitment to clients, colleagues, profession, etc. Cite the code of ethics (B1); How would you use self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations, specifically so that it doesn’t affect your work with this client (B2)?

3. Identify the risks and protective factors in the life of the character/client that you chose. What intervention goals based on the critical assessment of strengths, needs, and challenges would you recommend for your client? (B 21)
Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

End of Syllabus