

Dept. of Social Work and Sociology

SWK 3311 HBSE II



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Office: Virtual

Office Hours: By Appointment

Course Information

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.

Course Credits

3 credit hours

Prerequisite and Co-requisite Courses

Prerequisite: SWK 3307

Prerequisite Skills

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Social Work and Healthcare course.

Program Outcomes

Upon completion of the program of study for the social work program, the graduate will be prepared to:

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.

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, inter-professional, and inter-organizational collaboration.

Student Learning Outcomes

Mapping to Program Outcomes	Assignment(s) or activity(ies) validating outcome achievement:	Student Learning Outcome By completing all course requirements, students will be able to:
Competency 1	HBSE II Application paper	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
Competency 2	HBSE II Application paper	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Competency 6	HBSE II Application paper	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
Competency 7	HBSE II Application paper	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
Competency 8	HBSE II Application paper	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#)

Required Texts and Materials

Hutchison, E. D. (2019). Dimensions of human behavior: Person and environment (6th ed.). Thousand Oaks, CA: SAGE Publications. ISBN: 978-1-4833-0391-8

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. ISBN: 9781433832178

Recommended Texts and Materials

National Association of Social Workers Code of Ethics
National Association of Social Workers Code of Conduct
National Association of Social Workers Scope of Practice

Technology Requirements

You will also be required to utilize Respondus Lockdown Browser and Monitor (which requires a web cam), Blackboard Collaborate (which also requires a web cam), and other basic software accessible from a computer. Chromebook will not work with Respondus.

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

Topic Outline

Module 1 Covers:

Chapter 1: Human Behavior: A Multidimensional Approach
Chapter 2: Theoretical Perspectives on Human Behavior
Chapter 3: The Biological Person

Module 2 Covers:

Chapter 4: The Psychological Person: Cognition, Emotion, and the self

Chapter 5: The Psychosocial Person: Relationships, stress, and coping

Chapter 6: The Spiritual Person

Module 3 Covers:

Chapter 7: The Physical Environment

Chapter 8: Cultures

Chapter 9: Social Structures and Social Institutions

Chapter 10: Families

Module 4 Covers:

Chapter 11: Small Groups

Chapter 12: Formal Organizations

Chapter 13: Communities

Chapter 14: Social Movements

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.

Netiquette Guidelines for Blackboard: Basic rules to help get the most out of online learning:

- ALL CAPS IMPLIES THAT YOU ARE SHOUTING - Please do not do this!
- Watch your "tone" - it's written, not verbal communication. It can be very easy to misinterpret someone's meaning online.
- Check your spelling - Always!
- Make your messages easier to read by making your paragraphs short and to the point.
- Never "say" anything that you would not want posted on the wall of a face to face classroom, because it could be!
- Behave as you would in a face-to-face classroom.

- Remember there is a real live person at the other end reading your posts and email. Treat them with respect.
- Foul language, insults and harassment are not tolerated (just as it would not be tolerated in a face to face classroom).
- Think about what you have written before you submit it.

Grading

Evaluation and Grades

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

Assessment	Percent/Points of Total Grade
Professional Performance	10 %
HBSE II Term Paper	35 %
Quizzes	15 %
Examinations	40 %
Total	100%

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

HBSE II Application Paper

35%

Each student will interview an adult individual in a place of their choosing which will help maintain your client's confidentiality. Each student will write a paper that will include research (5 peer reviewed Articles/texts/journals) regarding a specific problem that their client is living with such as i.e. poverty, mental health, criminal justice, etc. The student will conduct research on said problem and summarize their findings. 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.

Professional Performance

10%

This is relevant to attendance; engaging in class activities—group work/discussions/asking questions, 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.

Quizzes

15%

There will be four (4) single attempt, timed, quizzes (30 minutes) in this course. You will take each of these quizzes via Blackboard using the Respondus Monitor LockDown browser.

Examinations

40%

There will be five (5) single attempt, timed, examinations (75 minutes with the final being 120 minutes) in this course. You will take each of these examinations via Blackboard using the Respondus Monitor LockDown browser.

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

Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a zero. No papers, assignments or postings will be accepted late without pre-approval from instructor.

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.).

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](#)¹
- [Angelo State University Catalog](#)²

Student Responsibility and Attendance

Online: 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, course projects, reflective logs, etc. 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.

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

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](#).⁴ 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](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ 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.

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 Day](#)⁸ 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 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

Week/Date	Topic/Assignments/Assessments DUE
Week 1 Jan. 18-23	Welcome! <ul style="list-style-type: none">• Welcome! Module 1 Introduction to Course• Review START HERE page• 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.• Complete the Self-Introduction (Discussion Board)• Self-Introduction Due Date: Friday 1/21
Week 2 Jan. 24-30	<ul style="list-style-type: none">• Chapter 1 PPT/Reading: Human Behavior: A Multidimensional Approach• Collaborate Online Session: 5 pm 1/24 Chapter Discussion

Week/Date	Topic/Assignments/Assessments DUE
Week 3 Jan. 31-Feb. 6	<ul style="list-style-type: none"> • Chapter 2 PPT/Reading: Theoretical Perspective on Human Behavior • Quiz 1 Opens 8 am 2/4 Closes 2/6 eod
Week 4 Feb. 7-13	<ul style="list-style-type: none"> • Chapter 3 PPT/Reading: The Biological Person • Collaborate Online Session: 5 pm 2/7 Chapter Discussion
Week 5 Feb. 14-20	<ul style="list-style-type: none"> • Chapter 4 PPT/Reading: The Psychological Person: Cognition, Emotion and Self • Exam 1: Chapters 1-3 Opens 8 am 2/18 Closes 2/20 eod
Week 6 Feb. 21-27	<ul style="list-style-type: none"> • Chapter 5 PPT/Reading: The Psychosocial Person: Relationships, Stress and Coping • Quiz 2 Opens 8 am 2/25 Closes 2/27 eod • Collaborate Online Session: 5 pm 2/21 Chapter Discussion
Week 7 Feb. 28-Mar. 6	<ul style="list-style-type: none"> • Chapter 6 PPT/Reading: The Spiritual Person
Week 8 Mar. 7-13 <i>*** Spring Break: March 14-20</i>	<ul style="list-style-type: none"> • Chapter 7 PPT/Reading: The Physical Environment • Exam 2: Covers Chapter 4-6 Opens 8 am 3/11 Closes 3/13 eod • Collaborate Online 5 pm 3/7 Chapter Discussion
Week 9 Mar. 21-27	<ul style="list-style-type: none"> • Chapter 8 PPT/Reading: Cultures • Quiz 3 Opens 8 am 3/25 Closes 3/27 eod
Week 10 Mar. 28- Apr. 3	<ul style="list-style-type: none"> • Chapter 9 PPT/Reading: Social Structures and Social Institutions: Global and National • Collaborate Online 5 pm 3/28 Review Term Paper Rubric
Week 11 Apr. 4-10	<ul style="list-style-type: none"> • Chapter 10 PPT/Reading: Families • Exam 3: Covers Chapters 7-9 Opens 8 am 4/8 Closes 4/10 eod
Week 12 Apr. 11-17	<ul style="list-style-type: none"> • Chapter 11 PPT/Reading: Small Groups • Collaborate Online 5 pm 4/11 Chapter Discussion
Week 13 Apr. 18-24	<ul style="list-style-type: none"> • Chapter 12 PPT/Reading: Formal Organizations • Term Paper Due 4/24 eod
Week 14 Apr. 25-May 1	<ul style="list-style-type: none"> • Chapter 13 PPT/Reading: Communities • Collaborate Online 5 pm 4/25 Chapter Discussion
Week 15 May 2-8	<ul style="list-style-type: none"> • Chapter 14 PPT/Reading: Social Movements • Quiz 4: Opens 8 am 5/6 Closes 5/8 eod • Collaborate Online 5/2 5 pm Final Exam Review

Week/Date	Topic/Assignments/Assessments DUE
Week 16 May 9-13	FINAL EXAMINATIONS WEEK! <ul style="list-style-type: none"> Final Exam – Opens 8 am 5/9 Closes 5/11 eod

Grading Rubrics

To view grading rubrics, please go to the **“PIE Content”** link in your Blackboard course, and select **“PIE Assessment and Paper Grading Rubric.”**

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

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

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>

⁷ 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>