**School of Social Work**  
**University of Wisconsin-Madison**  
**1350 University Avenue**  
**Madison, WI 53706**

**SOC WORK 457-001: Human Behavior and the Environment (Section 001)**  
**Spring 2018**

**Instructor Name:** Rachel Dunn, MSW, LCSW  
**Instructor Email:** rdunn5@wisc.edu  
**Location:** SOC SCI 5206  
**Credits:** 3

**Instructor Office Hours:** By Appointment  
**Instructor Phone:** 920-210-0930 (cell)  
**Class Meeting Time:** Thursdays 3:30-5:25

**Teaching Assistant:** Megan Miller  
**Office:** TA Office, 1st floor SW  
**Email:** mrmiller8@wisc.edu  
**Office Hours:** By Appointment

**Teaching Assistant:** Kristin Cannon  
**Office:** TA Office, 1st floor SW  
**Email:** kristin@wisc.edu  
**Office Hours:** By Appointment

The discussion sections will provide you with the opportunity to more fully explore and discuss topics and issues raised in the weekly lecture. ***Discussion sections begin the second week of class.

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>301</td>
<td>Monday</td>
<td>1:20pm – 2:10pm</td>
<td>Social Work 106</td>
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<tr>
<td>302</td>
<td>Monday</td>
<td>2:25pm – 3:15pm</td>
<td>Social Work 114</td>
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<td>303</td>
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<td>2:25pm - 3:15pm</td>
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<tr>
<td>304</td>
<td>Wednesday</td>
<td>3:30pm – 4:20pm</td>
<td>Social Work 106</td>
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**Canvas Course URL:** [https://canvas.wisc.edu/courses/87703](https://canvas.wisc.edu/courses/87703)

**I. Catalogue Description**

Human Behavior and the Social Environment is a professional foundation course for social work and social welfare majors. This course focuses on the physiological, psychological, and social changes throughout the life cycle, including major crisis and developmental tasks at each point in terms of their implications for social work practice.

**Attributes and Designations:** (S-I) Counts as Liberal Arts and Sciences credit in L&S  
**Requisites:** Social work/welfare major  
**How Credit Hours are Met:** This class meets for one 115 minute class period of lecture and a 50-minute discussion section each week for the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 6 hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.
II. Course Overview
This required course is part of the Human Behavior and Social Environment sequence in the Generalist Practice curriculum. This foundation course aids students’ understanding of human development and behavior, as well as the way in which these complex processes develop out of interactions between individuals and their environments. Students are provided with information on the biological, psychological, sociological, cultural and spiritual developmental tasks across the life span. The major theoretical perspectives used as frameworks for analyzing human behavior and development are discussed and examined within the context of family, group, organizational and community systems. Special attention is given to social work values and ethics, culture/race/ethnicity, poverty, gender roles, sexual orientation, vulnerable populations, and social and economic justice at each developmental stage (infancy, childhood, adolescence, young adulthood, middle-age adulthood and late adulthood). In addition, students are called upon to examine the impact of their own development on the values and beliefs they have regarding others.

III. Learning Outcomes: Competency Descriptions and Dimensions
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencise described in Appendix A.

IV. Course Content
Instructional Caveat: The Instructor reserves the right to modify this syllabus, the assignment schedule, and/or any materials related to the completion of this course in the time allowed without jeopardizing any course objectives.

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**Week 1: Thursday, January 25th**  
***Discussion sections begin the second week of class***

**Topics:** Overview of course, syllabus & grading

**In-class Activities:**
- Introductions
- Review of Syllabus
- NASW Code of Ethics
- Overview of Discussion Sections
- Introduction to Canvas

**Required Readings:**
- NASW Code of Ethics

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**Week 2: Thursday, February 1**

**Topics:** Life Course Perspective, Systems Theory & Ecological Perspective

**In-class Activities:**
- Small Group Discussion: Nature vs. Nurture
- Overview of Bio-Psycho-Social-Spiritual-Cultural Approach
- Importance of Human Diversity
- Iceberg Concept of Culture
- Ted Talk: The Urgency of Intersectionality
Required Readings:
- Hutchison: Chapter 1, pages 2-38

**Week 3: Thursday, February 8th**
**Topics:** Conception, Pregnancy, Childbirth
**In-class Activities:**
- Assessment of Pregnancy
- Risk and Protective Factors During Pregnancy
- Understanding Cultural Practices in Child birthing
- Small Group Discussion: How do Factors Such as Poverty and Oppression Impact Pregnancy, Childbirth and Birth Outcomes?
- Video: Babies

Required Readings:
- Hutchison: Chapter 2, pages 42-54, 70-90

**Week 4: Thursday, February 15th**
**Topics:** Infancy & Toddlerhood
**In-class Activities:**
- Theory Application: Erickson Trust vs. Mistrust
- Assessing Different Attachment Patterns
- Understanding Baseline Development – Review of Developmental Framework Chart
- Video: This Emotional Life

Required Readings:
- Hutchison: Chapter 3, pages 94-132

**Week 5: Thursday, February 22nd**
**Topics:** Early & Middle Childhood
**In-class Activities:**
- Theory Application: Erickson Autonomy vs. Doubt; Initiative vs. Guilt; Industry vs. Inferiority
- Small Group Discussion: Understanding Parenting Styles
- Assessing for Risk and Protective Factors

Required Readings:
- Hutchison: Chapter 4, pages 136-160 & 164-174
- Hutchison: Chapter 5, pages 178-217

**Week 6: Thursday, March 1st**
**Topics:** Adolescence
**In-class Activities:**
- **Guest Speaker: Professor Tally Moses**
- Understanding Baseline Development – Review of Developmental Framework Chart
- Video: Inside the Teenage Brain
- Theory Application: Erickson Identity vs. Role Confusion
- LGBTQ+ Youth
- Youth with Disabilities

Required Readings:
- Hutchison: Chapter 6, pages 222-229, 235-241 & 251-266

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**Week 7: Thursday, March 8th**  
Topics: Families  
In-class Activities:
- Small Group Discussion: Defining “Family”  
- Reading Application: Treating Sibling Incest  
- Demonstration of Family Roles

Required Readings:

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**Week 8: Thursday, March 15th**  
Topics: Emerging Adulthood  
In-class Activities:
- Pair and Share: What Factors Define Emerging Adulthood?  
- Identifying Cultural Differences in this Stage of Development  
- Small Group Discussion: What Role Does the Media Play on Emerging Adults?

Required Readings:
- Hutchison: Chapter 7, pages 270-289  

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**Week 9: Thursday, March 22nd**  
**MID-TERM EXAMINATION ON WEEKS 2-8**

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**Thursday, March 29nd**  
**NO CLASS- SPRING BREAK**

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**Week 10: Thursday, April 5th**  
Topics: Young Adulthood  
In-class Activities:
- Theory Application: Erickson’s Intimacy vs. Isolation
Assessment for Risk and Protective Factors
Diversity in Relationships
Reading Application: Fatherhood Initiatives

Required Readings:
- Hutchison: Chapter 7, pages 290-308

**Week 11: Thursday, April 12th**
Topics: Middle Adulthood
In-class Activities:
- Guest Speaker: Dr. Charles Zastrow
- Video: 85 Years in 40 Seconds (Observing the Physical Changes)
- Theory Application: Generativity vs. Stagnation
- Small Group Discussion: Understanding Forms of Ageism
- Assessing for Suicide in Middle Adulthood

Required Readings:
- Hutchison: Chapter 8, pages 312-320, & 355-356

**Week 12: Thursday, April 19th**
Topics: Communities & Organizations
In-class Activities:
- Guest Speaker: Amanda Zuehlke
- Pair and Share: Defining Community
- Small Group Discussion: What Are Characteristics of Community Organizing That Have Emerged For you?
- Pair and Share: Defining Organizations

Required Readings:

**Week 13: Thursday, April 26th**
Topics: Middle & Late Adulthood
In-class Activities:
- Guest Speaker: Jacob Dunn, LCSW
- Theory Application: Erickson’s Ego Integrity vs. Despair
- Aging in Place
- Assessing for Dementia
- Video: Alive Inside – Music in Memory

**Required Readings:**
- Hutchison: Chapter 9, pages 360-372

**SELF-REFLECTION PAPER ASSIGNMENT DUE**

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**Week 14: *Thursday, May 3rd***

**Topic:** Dying: The Final Stage of Development

**In-class Activities:**
- Video: Ain’t The Way To Die
- Small Group Discussion: Ethical Issues at the End of Life
- Applying Cultural Humility to the Final Stage of Life

**Required Readings:**

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**V. Texts and Reading Materials for the course**

**Required Texts:**
The following required textbook is available online, in the University Bookstore or on reserve in the Social Work Library
- Articles will be available through Learn@MyUW.

In addition, students are expected to read and understand the NASW Code of Ethics. Also available online at URL: [http://www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)

**VI. Evaluation: Assignments, Grading and Methods**

**Grading Scale & Standards:**

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<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
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<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
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<tr>
<td>Grade</td>
<td>Letter</td>
<td>Description</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in some areas; below in others</td>
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<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas</td>
</tr>
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<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas, not acceptable</td>
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**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
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<tr>
<td>Mid-Term Examination</td>
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<tr>
<td>Self-Reflection Paper</td>
<td>20</td>
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<tr>
<td>Final Examination</td>
<td>40</td>
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<td><strong>Total Points</strong></td>
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1. **Attendance & Class Participation Policy**
   In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken during class and during discussion sections. If you are unable to attend class, please email me prior to class so that you can receive an excused absence. If you are unable to attend your discussion section, please email your teaching assistant (TA) so that you can receive an excused absence. Overall (includes both class and discussion section), you may receive no more than two excused absences per semester. Furthermore, unexcused absences include not attending lecture or discussion section without notifying the instructor or TA prior. Two points will be deducted from your grade for each unexcused absence incurred.

2. **Examinations (80 Points)**
   Two examinations (40 points each) will be given covering material from the readings, lectures, videos, class discussions and discussion sections. These exams will consist of multiple choice and true-false questions. Please arrive promptly at the appointed exam time. If you arrive late to the exam and at least one student has already completed it and left the classroom, you may not take your exam and will receive a failing grade.
   - The mid-term examination will be held on Week 9, **Thursday, March 22nd**, and cover the material from Weeks 1-8.
   - The final examination, which is not comprehensive, will cover weeks 10-14, and be held on the scheduled final examination date **Sunday, May 9, 7:25pm-9:25pm**, Location: TBD

3. **Self-Reflection Paper (20 Points)**
   Human Behavior and the Social Environment is a foundation Social Work course that provides you with information necessary for working in the profession. This course requires you to gain a deeper understanding of your own development; values and beliefs resulting from your development; and how these values and beliefs influence your assessment of others’ behavior and/or situations.

   To assist in this understanding, you are expected to write a self-reflection paper this semester that will be worth 20 points. Your paper should include critical thinking on the following:
   1. Values and beliefs that you hold as a result of your own environment and development
   2. How you feel these values and beliefs might impact your assessment of others’ behavior and situations
3. Ethical dilemmas you might face as a result of value and belief differences (e.g., client populations with whom you may find it difficult to work; decisions made by clients that are not in agreement with your beliefs). **BE SPECIFIC.**

This typed paper is to be no less than four full pages in length and no more than five pages. Format your paper using one-inch margins, double-spacing, and a Times New Roman 12-point font. Include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date due, and course number and title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar (please utilize the Writing Center as needed). Upload your paper to the Dropbox on LEARN@UW prior to the class on Thursday, April 20th. Students should email their paper to the instructor if they have difficulty with Dropbox submission (due date/time remains the same regardless). Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor **prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.**

**VII. Course Policies**

**Student Behavior Policy & Classroom Climate**
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs that will serve to enhance the learning of their colleagues. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and brave so that ideas can be examined honestly and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to ensure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

**Reading Assignments**
You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

**Written Assignment Guidelines Policy**
All written assignments are to be completed in Microsoft Word; no pdf documents will be accepted. Please follow the guidelines below:

*Papers Must:*
- Use one-inch margins
- Use Times New Roman 12-point font
- Be double-spaced and each new paragraph indented 1/2 inch
- Use page numbers for all assignments
- Be spell and grammar checked
- Include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title: do not place this information on the first page of your paper

**Paper Organization:**
- Each paper must include an introduction and conclusion
- Each paper must have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion
- Each paragraph must have a clear and concise topic sentence that reflects the content of the paragraph it introduces
- Paragraphs must have smooth transitions from one to the next
- A consistent tense must be used throughout the paper

**Do Not:**
- Use contractions (for example: don’t, can’t)
- Use quotes from articles read, unless it is a 2-3 word phrase not easily put into other words
- Be repetitious in your writing
- Use run-on sentences
- Use too many prepositional phrases
- End sentences in prepositions (for example: with, of, at)

**Do:**
- Think critically when writing
- Write with depth – avoid superficial statements
- Be reflective
- Be succinct
- Connect your assignment to class discussions, course readings and your internship/experience

**Late Assignment Policy**
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked down three points for each day they are late.**

**Grading Questions**
Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn an ‘A’. Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there are assignment instructions that are unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to your TA, who will give your concerns fair and careful attention.
Use of Electronic Devices in the Classroom

Research (University of Michigan Center for Research on Learning and Teaching, 2010; Wood, et al., 2012; Mueller & Oppenheimer, 2014) has found that use of electronic devices in the classroom leads to poorer recall and performance on assignments and exams; therefore, the use of such devices (e.g., laptops, smartphones, ipads, etc.) will be extremely limited and monitored. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for unobtrusive note-taking (and only if there are no complaints from other students or instructional staff). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time. If you have a passport from the McBurney Disability Resource Center noting your need to use a laptop or other device for notetaking, this accommodation will be approved by the course instructor.

Plagiarism

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:

1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:

- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
• Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:  

For guidelines on quoting and paraphrasing:  
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html

Writing Policy

Criteria for Assignments
Specific attention should be given to organization, paragraphs, sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:
1. Validity, relevance, support of main points, ability to consider other perspectives
2. Sources, quotes and paraphrases appropriately identified clear connection to course ideas/readings. Own thinking comes through
3. Organization, clarity, logical flow, completed as required
4. Has an introduction and conclusion, unless otherwise stated
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next
6. Has depth, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.
8. Completed on time

General Formatting and Requirements for Papers
Failure to adhere to formatting requirements will result in a loss of points.
1. Submit a cover sheet with each paper, that includes Your Name, date turned in, identifies the course (SW 457, R. Dunn), and the title of the assignment (cover page not counted as one of required pages)
2. Papers should be typed in Microsoft Word, double spaced, one-inch margins, and 12-point Times New Roman font,
3. Headings should NOT be placed in the body of the paper
4. Papers should be placed in the Learn@UW Dropbox prior to class on the due date. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the Dropbox by the time it is due.
5. Adherence to the APA rules for citations is expected. It is your responsibility to understand the rules for book, magazine and on-line source citations. (Recent updates to the APA form can be obtained at http://www.apastyle.org/manual/whats-new.aspx )
6. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

Late Assignment Policy
Assignments are due on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late. You are required to contact the instructor if you will be handing in a paper late, this shows professionalism and responsibility. The instructor will NOT contact you if an assignment is not received.
Canvas

All students in the class are required to access the Canvas course site for additional communication and information regarding the course. Please check Canvas on Friday evenings for student Power Points/Outlines when available and other resources pertinent to class the next day. This instructor will respond to email communication every 24 hours. Please advise if you have trouble accessing information in this way.

Reading Assignments: You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Plagiarism

The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, intentionally or not, will be disciplined according to University and School policies.

Student Behavior Policy

It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students’ opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Code of Ethics, Student Rights and Responsibilities & Plagiarism:

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

Note on Accommodation of Student Disability:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at
This faculty will work directly with the student and in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible.

Note about Consultation & Feedback:
This instructor is available to assist your learning and to discuss any aspect of the course or your work. Feedback and suggestions for improving this course are welcomed. This instructor does maintain practice in the field so please plan ahead and allow time for the scheduling of consultation, email responses or phone contacts.

### Appendix A

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
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<tbody>
<tr>
<td>2.1.2: Engage Diversity and Difference in Practice.</td>
<td>Lecture, readings, video, small and large group discussion related to (K, S, V, C &amp; A):</td>
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<td>Overview of the Bio-Psycho-Social-Spiritual-Cultural Approach</td>
<td>Week 2</td>
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<td>Understanding the Importance of Human Diversity</td>
<td>Week 2</td>
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<td>Application of the Iceberg Concept of Culture</td>
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<td>Ted Talk: The Urgency of Intersectionality</td>
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<td>Understanding Cultural Practices in Child Birthing</td>
<td>Week 3</td>
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<td>Video: Babies</td>
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<td>Engaging LGBTQ+ Youth</td>
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<td>Defining Family</td>
<td>Week 7</td>
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<td>Understanding Cultural Differences in Emerging Adulthood</td>
<td>Week 8</td>
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<td>Diversity in Relationships</td>
<td>Week 10</td>
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<td>Assignment #1: Self Reflection Paper</td>
<td>Page 7</td>
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</table>
### Competencies and Description

**2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice.**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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<thead>
<tr>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
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<tbody>
<tr>
<td>Lecture, readings, small and large group discussion related to (K, S, V, C &amp; A):</td>
<td>Page 7</td>
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<tr>
<td>- NASW Code of Ethics</td>
<td>Week 1</td>
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<tr>
<td>- Ted Talk: The Urgency of Intersectionality</td>
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<tr>
<td>- Small Group Discussion: How Do Factors Such as Poverty and Oppression Impact Pregnancy, Childbirth and Birth Outcomes?</td>
<td>Week 3</td>
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<td>- Small Group Discussion: Understanding Forms of Ageism</td>
<td>Week 11</td>
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<td>- Aging In Place</td>
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**2.1.6: Engage with Individuals, Families, Groups, Organizations, and Communities.**

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge.

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<td>Lecture, readings, video small and large group discussion, videos, case applications related to (K, S, V, C &amp; A):</td>
<td>Week 3</td>
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<tr>
<td>- Video: Babies</td>
<td>Week 4</td>
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<td>- Video: This Emotional Life</td>
<td>Week 4, 6</td>
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<td>- Understanding Baseline Development</td>
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<td>- Defining and Engaging Family</td>
<td>Week 12</td>
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<td>- Defining and Engaging Community</td>
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<td>- Understanding the Importance of Organizations</td>
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<td>- Understanding Engagement Through Theory: Systems Theory</td>
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<td>Competencies and Description</td>
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<td>-Ecological Theory</td>
<td>-Erickson</td>
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<td>-Bowlby</td>
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2.1.7: Assess Individuals, Families, Groups Organizations, and Communities

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge.

- Small Group Discussion: Nature vs. Nurture Debate
- Using the Bio-Psycho-Social-Spiritual-Cultural Approach in Assessment
- Assessment of Pregnancy
- Understanding Assessing Attachment Patterns
- Understanding Baseline Development
- Small Group Discussion: Understanding Parenting Styles
- Assessing for Risk and Protective Factors
- Demonstration of Family Roles
- Assessing for Cultural Differences in Emerging Adulthood
- Assessing for Suicide
- Dementia Assessment

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<th>Lecture, readings, small and large group discussion and case application related to (K, S, V, C &amp; A):</th>
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<td>▪ Assessing using Theoretical Frameworks:</td>
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2.1.8: Intervene with Individuals, Families, Groups, Organizations and Communities

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge.

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<td>▪ Lecture, readings, small and large group discussion, video and exercises related to (K, S, V, C &amp; A):</td>
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<td>▪ Understanding Baseline Development and Effective Interventions</td>
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<td>▪ Interventions with LGBTQ+ Youth</td>
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<td>▪ Applying Cultural Humility through Interventions at the Final Stage of Life</td>
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<td>▪ Interventions using Theory:</td>
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<td>2.1.9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</td>
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*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Process