I. Catalogue Description
The literature on human behavior and the environment is reviewed from a bio-psychosocial perspective. Special attention is given to understanding individual and development and behavior as a function of reciprocal interactions with families, groups, communities, organizations and society.

II. Course Overview
This foundation course promotes students’ understanding of human behavior and development as a function of complex interactions between individuals and their environments. Students learn about biological, psychological, sociological, cultural, religious and spiritual developmental tasks across the lifespan. Theoretical perspectives are critically discussed and applied as organizational and interpretative frameworks for understanding human behavior in the context of family, group, community and organizational systems. Special attention is given to the impact of ethnicity, gender, social class, spirituality/religion, and sexual orientation at each developmental stage (infancy, childhood, adolescence, early and middle adulthood and late adulthood). In addition, students are asked to reflect on how their own developmental experiences have shaped their own beliefs and values regarding others.

III. Course Competencies & Practice Behaviors & Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) Measuring Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify as a social worker and conduct oneself accordingly</td>
<td>* Practice personal reflection and self-correction to assure continual professional development</td>
<td>In-class participation, Eco-map Assignment</td>
</tr>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>* Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.</td>
<td>Ecosystem Perspective Paper, Systems Theory Paper, Final Exam</td>
</tr>
</tbody>
</table>
**IV. Course Content**

**Week 1: Saturday, January 21**
- **Part I:** Course overview, syllabus & assignments
- **Part II:** Life course perspective & ecological perspective

**Required Readings**
- Hutchison: Chapter 1, pages 2-38

*In-class exercises:* Event history mapping; Eco-maps
*In-class video:* *Our Youth, Our Future*
Week 2: Saturday, January 28
ECO-MAP ASSIGNMENT DUE
Part I: Systems Theory; Families
Part II: Communities & Organizations

Required Readings


In-class exercise: Making a genogram

In-class videos: Topic - Community


Week 3: Saturday, February 4
ECOSYSTEMS PERSPECTIVE PAPER DUE
Part I: Conception, Pregnancy, and Childbirth
Part II: Infancy & Toddlerhood

Required Readings

- Hutchison: Chapter 2, pages 42-54, 70-80 & 84-90
- Hutchison: Chapter 3, pages 94-132

In-class videos:

1. The Developing Child from the Discovering Psychology Series available at: http://www.learner.org/series/discoveringpsychology/05/e05expand.html retrieved on 1/3/17.

Week 4: Saturday, February 11
Part I: Early Childhood
Part II: Middle Childhood

Required Readings
- Hutchison: Chapter 4, pages 136-160 & 164-174
- Hutchison: Chapter 5, pages 178-199 & 202-217

*In-class video*: Burke Harris, Nadine (Feb 2015). *How Childhood Trauma Affects Health Across a Lifetime*, TED Conferences, LLC.

Week 5: Saturday, February 18
SYSTEMS THEORY PAPER DUE
Part I: Adolescence
Part II: Groups

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


GUEST SPEAKER: Michelle Owen, Licensed Professional Counselor
TOPIC: Adolescents & mental health counseling

Week 6: Saturday, February 25
Part I: Young Adulthood
Part II: Middle Adulthood

Required Readings
- Hutchison: Chapter 7, pages 270-300 & 305-308.
• Hutchison: Chapter 8, pages 312-320 & 334-357

*In-class exercise: Identity groups & self-reflection*

**Week 7: Saturday, March 4**
**IN-CLASS FINAL EXAM**
*Part I: Late Adulthood*  
*Part II: Dying*

**Required Readings**  
• Hutchison: Chapter 9, pages 360-375 & 392-411.  
• Hutchison: Chapter 10: pages 414-430.  

GUEST SPEAKER: Professor Tracy Schroepfer, UW-Madison School of Social Work

**V. Texts and Reading Materials for the course**  
• The following required textbook is available online, in the University Bookstore or on 2-hour reserve in the Social Work Library:  
• Required articles will be available through Learn@UW.  
• Recommended readings will also be posted to Learn@UW.

**VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods**  
Students are expected to read weekly material ahead of time, come to class with questions and comments, and participate in class discussions. Please see section VII: Attendance Policy for details on how missed classes with affect your grade.

Students will be evaluated on the following assignments:  
1. Class Participation  
2. Eco-map Assignment  
3. Ecosystems Perspective Paper  
4. Systems Theory Paper  
5. In-class Final Exam  

5%  
15%  
25%  
25%  
30%
Grades are not assigned on a curve. Each of the above components is worth 100 points, and these components are then weighted (i.e., multiplied by .05, .15, .25, .25, and .3, respectively) to arrive at your final grade. There are no extra credit or make-up assignments. Points earned on each assignment and your final grade will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Outstanding; surpasses expectations in most areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>Meets minimum expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>Meets expectations in some areas; falls below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>Falls below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>Fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

Note about grading: Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get 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), (3) your ability to demonstrate critical thinking, and (4) your level of effort and engagement with the course and assigned material. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention. Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing with specific attention to the four points raised above and I will give your appeal my careful attention.

Assignments

1. Class Participation (5% of final grade)
   Five percent of your final grade will be based on active in-class participation. You will need to demonstrate that you are prepared for class and have thought critically about the weekly readings and topics of discussion. Participation will be based on both the quantity and the quality of your comments and questions during class. Attendance will be also taken at the beginning of class and counted in this portion of your grade (see VII of this syllabus for full details on this course’s attendance policy). Arriving late or leaving early will count against your participation grade.

2. Eco-map Assignment (15% of final grade)
   The grading sheet and instructions for drawing your ecomap and writing its story can be found on the Learn@UW course site. I will discuss the ecomap during week 1 of class so that you have a clear understanding of how this tool is used in practice. Your ecomap (you will need to scan it if you drew it by hand), paper and cover sheet are to be uploaded to the dropbox by 9am on January 30.

3. Ecosystems Perspective Paper (25% of final grade)
   The grading sheet and instructions for writing your Ecosystems Perspective Paper can be found on Learn@UW. Your paper should be uploaded to the by 9am on week 3 (February 4).
4. Systems Theory Paper (25% of final grade)
The grading sheet and instructions for writing your Systems Theory Paper will be available on Learn@UW by week 4 of class. Your paper should be uploaded to the by 9am on week 5 (February 18).

5. In-class Final Exam (30% of final grade)
On week 7 (March 4) of class, students will take a closed-book in-class final exam. This exam will cover material presented in the course readings and lectures for weeks 1-6 and readings only for week 7. During week 6 of class, a list of potential topics will be provided to students to assist in preparing for the final exam.

Expectations
Students are expected to:
- Attend class weekly and read required materials prior to the lecture class. Please see Section VII of this syllabus for the attendance policy.
- Attend and actively participate in in-class discussion.
- Turn off all cell phone tones and pagers during class (set them to vibrate) and to refrain from taking calls, "tweeting", texting, using instant messaging, sending or responding to any social networking or email venues during class, or using the internet for anything other than directed class work. You will be able to check messages during breaks each class session. (If you experience a personal or family crisis, please notify the instructor upon arriving for class or beforehand that you may need to respond to a call during class.)
- Complete all assignments as required.
- Respond to any requests by the instructor to re-write assignments due to deficiencies in the written product, including grammar and or APA style requirements.
- Advocate for yourself and present any questions or concerns to the instructor that may require the instructor to adjust her presentation to enhance learning for all.

The instructor is expected to:
- Be available to students to answer questions and to respond to student concerns.
- Begin and end classes on time.
- Create a comfortable and open atmosphere conducive to learning.
- Assure that course objectives are met.
- Assure that the classroom and course materials are accessible (per ADA requirements) to all students.

VII. Course Policies
Attendance Policy
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time. It is your responsibility to notify the instructor and give reason for any absence before the class missed.
**Promptness**
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy.
- Instructors may also consider a significantly late arrival or early departure as an absence.

**Absence**
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted.
- Excused and unexcused absences:
  ~ The first unexcused absence will result in a student’s grade being dropped one half letter grade (for example, from an A to an AB).
  ~ The second unexcused absence will place the student at risk for failing the course.
  ~ On a case-by-case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans.
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. Students in SW711 will be required to complete a 4-page reaction paper on the missed week's readings. The details of this assignment on all the Learn@UW course webpage.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
- Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.

**Inclement Weather Policy**
~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work will be assigned.

**Late Assignment Policy**
The assignments (#2-#4) 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 per each day they are late.

**Code of Ethics, Student Rights and Responsibilities & Plagiarism**
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, 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, in the field and in the preparation of course assignments.

**Students with Disabilities**
If you require accommodations to obtain equal access to this class or to any assignments that may be given, please contact me as soon as possible. I want all my students to have an excellent learning experience.

**Student Behavior Policy**
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 fellow 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.