I. COURSE 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.

Attributes and Designations: This course counts toward the 50% graduate coursework requirement.
Requisites: Graduate or professional standing
How credit hour is met: This course meets for one four hour class period each week during the 7 week session and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for approximately 8 hours each week.

II. COURSE OVERVIEW
This required course is part of the Human Behavior and Social Environment sequence in the Generalist Practice curriculum and 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. 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 measured 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 competencies described in Appendix A.
## IV. COURSE CONTENT

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>In Class Activities</th>
<th>Required Readings, Articles, Podcasts</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1 1/27/18 | • Introductions  
• Course overview, syllabus & assignments  
• Life course perspective & ecological perspective  
• Diversity & difference in practice | **In-class exercises:** Assessment tools: Lifeline of interlocking trajectories & Eco-maps  
**In-class video:** Our Youth, Our Future (re: tribal-run substance abuse treatment program for youth) | • Hutchison: Chapter 1, pages 2-38  
| 2 2/3/18 | • Systems theory  
• Families  
• Communities  
• Diversity & difference in families & communities  
• Applying & critically evaluating theories of human behavior in the social environment (HBSE) with families and communities | **Discussions:** Diversity in family composition; Self-reflection on views of family; Modes of community intervention  
**In-class exercises:** Assessment tool: Genograms  
Impact of community interventions: Tipping the Scales Game available at: [https://developingchild.harvard.edu/resources/resilience-game/](https://developingchild.harvard.edu/resources/resilience-game/)  
**In-class videos:**  
KFTC: The Transformative Power of community organizing available at: [https://www.youtube.com/watch?v=cocYFk3RIiw](https://www.youtube.com/watch?v=cocYFk3RIiw)  
<table>
<thead>
<tr>
<th>Week/ Date</th>
<th>Topics</th>
<th>In Class Activities</th>
<th>Required Readings, Articles, Podcasts</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 3 2/10/18 | • Conception, Pregnancy, and Childbirth  
• Infancy & Toddlerhood  
• Applying and critically evaluating theories of HBSE in conception, pregnancy, childbirth, infancy and toddlerhood  
• Diversity and difference in infancy and toddlerhood | **Discussion:** Ethics exercise on conception & pregnancy; Task rotation exercise on engagement/intervention with infants/toddlers in social work practice  
**In-class videos:** The Developing Child from the Discovering Psychology Series available at: http://www.learner.org/series/discoveringpsychology/05/e05expand.html  
Child Development Core Story: Serve and Return (Center for the Developing Child: Harvard University) available at: https://developingchild.harvard.edu/resources/project-for-babies/  
John Bowlby (The School of Life) available at: https://www.youtube.com/watch?v=3LM0nE81mlE | • Hutchison: Chapter 2, pages 42-54, 70-80 & 84-90  
• Hutchison: Chapter 3, pages 94-132  
| 4 2/17/18 | • Early Childhood  
• Middle Childhood  
• Applying and critically evaluating theories of HBSE in early and middle childhood  
• Diversity and difference in | **Discussion:** Western vs. global views on child development; Adverse life experiences and child development; trauma-informed practice; bullying  
**In-class videos:** What is the most important influence on child development? (TED talk) available at: https://www.youtube.com/watch?v=3LM0nE81mlE | • Hutchison: Chapter 4, pages 136-160 & 164-174  
• Hutchison: Chapter 5, pages 178-199 & 202-217  
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>In Class Activities</th>
<th>Required Readings, Articles, Podcasts</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/24/18</td>
<td>early and middle childhood</td>
<td>watch?v=gIZ8PkJMMUO</td>
<td>The importance of play available at: <a href="https://www.youtube.com/watch?v=h-1O_rBLPU">https://www.youtube.com/watch?v=h-1O_rBLPU</a></td>
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<tr>
<td></td>
<td></td>
<td>Middle childhood: Self-concept available at:</td>
<td><a href="https://www.youtube.com/watch?v=naRK-OKOXV8">https://www.youtube.com/watch?v=naRK-OKOXV8</a></td>
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<tr>
<td></td>
<td></td>
<td>ACEs Primer available at:</td>
<td><a href="https://vimeo.com/1399980">https://vimeo.com/1399980</a></td>
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<tr>
<td>5/2/24/18</td>
<td>Adolescence</td>
<td><em>Discussion:</em> Identity formation in adolescence;</td>
<td>• Hutchison: Chapter 6, pages 222-229, 235-241 &amp; 251-266.</td>
<td>In-Class Mid-</td>
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<tr>
<td></td>
<td>Groups</td>
<td><em>In-class video:</em> Frontline: Inside the Teenage</td>
<td>nymag.com</td>
<td></td>
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<tr>
<td></td>
<td>Applying and critically evaluating</td>
<td>Brain available at:</td>
<td>• Gumpert, J., &amp; Black, P. N. (2006). Ethical issues in group work: What are they? How are they managed?</td>
<td></td>
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<tr>
<td></td>
<td>groups</td>
<td>teenage-brain/</td>
<td></td>
<td></td>
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<tr>
<td>6/3/18</td>
<td>Young and middle adulthood</td>
<td><em>In-class exercises:</em> Task rotation exercises on</td>
<td>• Hutchison: Chapter 7, pages 270-300 &amp; 305-308.</td>
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<tr>
<td></td>
<td>Diversity and difference in young and</td>
<td>developmental tasks, risk and protective factors</td>
<td>• Arnett, J.J., (2000). Emerging adulthood: A theory of development from the late teens through the</td>
<td></td>
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<tr>
<td></td>
<td>Applying and critically evaluating</td>
<td>Spirituality/religion reflection &amp; assessment</td>
<td>• Hutchison: Chapter 8, pages 312-320 &amp; 334-357</td>
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<td></td>
<td>theories of</td>
<td><em>In-class video:</em> Launching children into</td>
<td>• Igarashi, H., Hooker, K., Coehlo, D. P., &amp; Manoogian, M. M. (2013). “My nest is full:”</td>
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<tr>
<td></td>
<td></td>
<td>adulthood available at:</td>
<td>Intergenerational relationships at midlife.</td>
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</tbody>
</table>
V. TEXT AND READINGS MATERIALS

The following required textbook is available from the University bookstore or online retailers, online in electronic formats, and also on reserve at the Social Work Library:


Additional required readings and podcasts will be available through the SW711 Canvas Course site.

**Course Web Site:** https://canvas.wisc.edu/courses/87735

- Please ensure that you have enabled your notifications for this course in CANVAS.
- Assignment submission in CANVAS is required. Grades will also be available in CANVAS.

VI. EVALUATION: ASSIGNMENTS, GRADING AND METHODS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>Self-Reflection Paper</td>
<td>February 3 2018</td>
<td>20</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>February 24 2018</td>
<td>35</td>
</tr>
<tr>
<td>Final Exam</td>
<td>March 10 2018</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Each of the above components is worth 100 points, and these components are then weighted (i.e., multiplied by .1, .2, .35, and .35 respectively) to arrive at your final grade. There are no extra credit or make-up assignments.
Assignment Descriptions, Instructions and Grading Criteria:

Class Participation (Ongoing, 10 points)
In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. 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. If you are unable to attend class, please email me prior to class so that you can receive an excused absence and make-up work assigned (Please see Attendance Policy below).

Self-Reflection Paper (Due: 9am on February 3, 2018, 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 (something that is felt to be important, e.g. hard work) and beliefs (conviction in something, e.g. everyone should be willing to work overtime when necessary) resulting from your development; and how these values and beliefs influence your assessment of others’ behavior and/or situations (e.g., if an employee is not willing to work overtime, then they are assessed as lazy).

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 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 three full pages in length and no more than four 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). Please upload your paper to the course website prior to the start of class on February 3, 2018. See Appendix B of this syllabus for the grading rubric.

Exams (Midterm: February 24, 2018 and Final: March 10, 2018, 35 points each)
Two in-class exams will be given. These exams will cover material presented in the readings and lectures, and will provide an opportunity for you to synthesize and demonstrate mastery of the course material. The exams will include multiple choice and short answer questions. In successfully answering exam questions, you will demonstrate an understanding of:

1. Key theories (i.e. life course perspective, ecological perspective, systems theory) and how they can be applied to understand human behavior
2. Theories of biological, psychological, social, cultural and spiritual/religious development across the lifespan
3. The range of social systems that influence individual development and behavior
4. How gender, ethnicity, culture, spirituality, sexual orientation, economic deprivation, discrimination, and oppression shape developmental processes and human behavior across the life span
Grading Scale: Final grades will be assigned with the following grading scale for graduate courses:

- **A** 94-100  Outstanding; surpasses expectations in all areas
- **AB** 88-93  Surpasses expectations in many areas
- **B** 82-87  Meets expectations in all areas
- **BC** 76-81  Meets expectations in some areas; below in others
- **C** 70-75  Below expectations in most areas, not acceptable graduate work
- **D** 64-69  Below expectations in all areas
- **F** <64  Fails to meet minimal expectations in all areas, not acceptable work

**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.

**A. 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.

**B. 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 are on the CANVAS 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 cancelled due to inclement weather, students should check their email for instructions for how to engage in class material for that day.
- 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.
Expectations
Students are expected to:

• Attend class weekly and read required materials prior to the lecture class.
• Attend and actively participate in in-class discussion.  
• **Technology in class:** A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. 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.) Laptop and tablet computers may be used only for _unobtrusive_ note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.
• Complete all assignments as required. The required paper must be completed according to the _Paper Expectations_ guidelines available on the course website.
• 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 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.

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. 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 instructor, who will give your concerns fair and careful attention.

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.

Students with Disabilities
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
The instructor supports students’ needs to request academic accommodations due to disabilities. Please advise me if you have such a need early in the term either in person or via email so the class can work as well as possible for you. If you have a McBurney Visa, please provide it to me as additional guidance for arranging the accommodations you may need for this class. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.

**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.

**Code of Ethics, Professional Conduct & 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.

**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.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong></td>
<td>Lecture, readings, and discussion related to dimensions of diversity and difference in practice. (K, S, V, C&amp;AP)</td>
<td>Weeks 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>Videos &amp; in class activities related to dimensions of diversity and difference in practice. (K, V, S, C&amp;AP)</td>
<td>Weeks 1, 2, 3, 4, 6, 7</td>
</tr>
<tr>
<td></td>
<td>Midterm Exam (K, C&amp;AP)</td>
<td>Week 5 Syllabus p.6</td>
</tr>
<tr>
<td></td>
<td>Final Exam (K, C&amp;AP)</td>
<td>Week 7 Syllabus p.6</td>
</tr>
<tr>
<td><strong>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</strong></td>
<td>Lecture, readings, and discussion related to the advancement of human rights and social, economic, and environmental justice. (K, S, V, C&amp;AP)</td>
<td>Weeks 1, 2, 3, 4, 6</td>
</tr>
<tr>
<td></td>
<td>Videos &amp; in class activities related to the advancement of human rights and social, economic, and environmental justice. (K, V, C&amp;AP)</td>
<td>Weeks 1, 2, 3, 4, 7</td>
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<tr>
<td></td>
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<td>Final Exam (K, C&amp;AP)</td>
<td>Week 7 Syllabus p.6</td>
</tr>
<tr>
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<td>Location in Syllabus</td>
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<td>---------------------------------------------------------------------------------------------</td>
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<tr>
<td>2.1.6: Engage with Individuals, Families, Groups</td>
<td>Lectures, readings, discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to engagement. (K)</td>
<td>Weeks 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>2.1.6. Engage with Organizations, and Communities</td>
<td>Videos &amp; in class activities related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to engagement. (K&amp;S)</td>
<td>Weeks 1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td></td>
<td>Midterm Exam (K, C&amp;AP)</td>
<td>Week 5 Syllabus p.6</td>
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<tr>
<td></td>
<td>Final Exam (K, C&amp;AP)</td>
<td>Week 7 Syllabus p.6</td>
</tr>
<tr>
<td>2.1.7: Assess Individuals</td>
<td>Lectures, readings, discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to assessment. (K)</td>
<td>Weeks 1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>2.1.7. Assess Families, Groups</td>
<td>Videos &amp; in class activities related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to assessment. (K&amp;S)</td>
<td>Weeks 1, 2, 3, 4, 5, 6, 7</td>
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<td></td>
<td>Midterm Exam (K, C&amp;AP)</td>
<td>Week 5 Syllabus p.6</td>
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<tr>
<td></td>
<td>Final Exam (K, C&amp;AP)</td>
<td>Week 7 Syllabus p.6</td>
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</tbody>
</table>

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. Groups, Organizations. 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.

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...
<table>
<thead>
<tr>
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<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>their assessment and decision-making.</td>
<td>Lectures, readings, discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to intervention. (K)</td>
<td>Weeks 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td><strong>2.1.8: Intervene with Individuals, Families, Groups</strong></td>
<td>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</td>
<td>Lectures, readings, discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to intervention. (K)</td>
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<tr>
<td><strong>2.1.8. Intervene with Organizations and Communities</strong></td>
<td>Videos &amp; in class activities related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to intervention. (K)</td>
<td>Weeks 1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td></td>
<td>Midterm Exam (K, C&amp;AP)</td>
<td>Week 5 Syllabus p.6</td>
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<tr>
<td></td>
<td>Final Exam (K, C&amp;AP)</td>
<td>Week 9 Syllabus p.6</td>
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<tr>
<td><strong>2.1.9: Evaluate Practice with Individuals, Families, Groups</strong></td>
<td>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</td>
<td>Lectures, readings, discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to evaluation. (K)</td>
</tr>
<tr>
<td><strong>2.1.9. Evaluate Practice with Organizations, and Communities</strong></td>
<td>Videos &amp; in class activities related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to evaluation. (K)</td>
<td>Weeks 1, 2, 3, 4, 6, 7</td>
</tr>
<tr>
<td></td>
<td>Midterm Exam (K, C&amp;AP)</td>
<td>Week 5 Syllabus p.6</td>
</tr>
<tr>
<td></td>
<td>Final Exam (K, C&amp;AP)</td>
<td>Week 7 Syllabus p.6</td>
</tr>
</tbody>
</table>

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes*
Appendix B
Self-Reflection Paper Grading Rubric
Due: 9am on February 3, 2008
Points: 20% of course grade (20/100)

Student’s Name: ____________________________________________________________

Values and beliefs you hold (20 points) ____________________________

Impact of values and beliefs (20 points) ________________________________

Resulting ethical dilemmas (20 points) _________________________________

Depth of reflection and critical-thinking (25 points) ______________________

Use of correct grammar and spelling, overall organization and clarity,
adherence to writing/formatting expectations in syllabus (15 points) ______

Total Points Possible 100

Total Points Awarded ________________________

Letter Grade ____________________________