School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
SW 711 Human Behavior in the Social Environment  
Spring 2016

Instructor: Jennifer Fahy, MA
Class Time: Saturdays, 9:00am-1:00pm
Location: Medical Sciences Center 5235
Office hours: By appointment
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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>
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</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>Self-reflection Paper</td>
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<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>Self-reflection Paper &amp; Exams</td>
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IV. Course Content

Week 1: Saturday, January 23
Part I: Course overview, syllabus & assignments
Part II: Life course perspective, systems theory & 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 30
**ECO-MAP ASSIGNMENT DUE**
Part I: Families
Part II: Communities & Organizations

Required Readings
veterans with posttraumatic stress disorder and related conditions. Professional Psychology: Research and Practice, 46(2), 97-106.


*In-class exercise:* Making a genogram

*In-class videos:* Topic - What is community organizing?
KFTC: The transformative power of community organizing available at: https://www.youtube.com/watch?v=cocYFk3RIIw retrieved on 1/6/16.
The People’s Grocery available at: https://www.youtube.com/watch?v=puh3fyhsbR0&feature=relmfu retrieved on 1/6/16.

**Week 3: Saturday, February 6**

*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

**GUEST SPEAKER:** Professor Tova Walsh, UW-Madison School of Social Work
**TOPIC:** Military families with young children

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

**Week 4: Saturday, February 13**

**MID-TERM EXAM DUE**

*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

GUEST SPEAKER: Dr. Gail Anderson, Educational Psychologist
TOPIC: Positive Discipline with Children with Emotional/Behavioral Problems

**Week 5: Saturday, February 20**
Part I: Adolescence
Part II: Groups

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

**Week 6: Saturday, February 27**
SELF-REFLECTION PAPER DUE
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

**Week 7: Saturday, March 5**
FINAL EXAM DUE
Part I: Late Adulthood
Part II: Dying

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


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 5%
2. Eco-map Assignment 15%
3. Mid-term Exam 25%
4. Self-reflection Paper 25%
5. Final Exam 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:

A 94-100 Outstanding; surpasses expectations in most areas
AB 88-93 Surpasses expectations in many areas
B 82-87 Meets minimum expectations in all areas
BC 76-81 Meets expectations in some areas; falls below in others
C 70-75 Falls 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

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. 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).

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 you drew it by hand), paper and cover sheet are to be uploaded to the dropbox by 9am on January 30.

3. Mid-Term Exam (25% of final grade)
The mid-term is an open book exam. It will become available on Learn@UW at 1pm following week 3 of class (February 6). The exam will consist of short-answer questions and application of the class material to case study examples. It will cover readings and class lecture material from week 1, 2 and 3. Your exam answers should be uploaded to the Mid-Term Learn@UW dropbox by 9am on week 4 (February 13).

4. Self-Reflection Paper (25% of final grade)
The grading sheet and instructions for writing your self-reflection paper can be found on the Learn@UW course site. Your paper is due in the dropbox by 9am on February 27 (week 6).

5. Final Exam (30% of final grade)
The final exam is an open book exam. It will become available on Learn@UW at 1pm following week 6 of class (February 27). The exam will consist of short-answer questions and application of the class material to case study examples. It will cover readings and class lecture material from week 4, 5, 6, and the readings from week 7. Your exam answers should be uploaded to the Final Exam Learn@UW dropbox by 9am on week 7 (March 5).
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 full grade.
  ~ 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 SW646 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.

**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.