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

SW711 Human Behavior in the Social Environment  
Spring 2016

Instructor: Diane Jensen MSW, LCSW  
Meeting Time: Saturdays from 9:00 am to 1:00 pm  
Location: HSS 179  
Office Hours: By appointment  
Phone: (715) 829-7064  
Email: djensen4@wisc.edu

I. Catalogue Description:  
The literature on Human Behavior and the Social Environment is reviewed from the biopsychosocial perspective. Special attention is given to understanding individual and family behavior and development as a function of reciprocal interactions with groups, communities, organizations, and society.

II. Course Overview:  
This foundation course aids students' understanding of human development and behavior, and how 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. Course Competencies and Practice Behaviors:

<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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</table>
### 2.1.3: Apply critical thinking to inform and communicate professional judgments

- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Analyze models of assessment, prevention, intervention and evaluation.
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
- **Self-Reflection & Case Study Papers**

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### 2.1.4: Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power.
- **Self-Reflection Paper**

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### 2.1.7: Apply knowledge of human behavior and the social environment

- Critique and apply knowledge to understand person and environment.
- Utilize conceptual frameworks to guide process of assessment, intervention, and evaluation.
- **Case Study Papers**

### IV. Course Content:

#### Week 1: Saturday, January 23rd

**Topics:** Overview of course, syllabus & grading  
- Life Course Perspective, Systems Theory & Ecological Perspective

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

#### Week 2: Saturday, January 30th

**Topics:** Families  
- Communities & Organizations

**Required Readings:**


Week 3: Saturday, February 6th

**SYSTEMS THEORY CASE STUDY DUE AT BEGINNING OF CLASS**

**Topics:** Conception, Pregnancy, Childbirth, Infancy & Toddlerhood

Early & Middle Childhood

**Required Readings:**

- Hutchison: Chapter 2, pages 42-54, 70-80, & 84-90
- Hutchison: Chapter 3, pages 94-123 & 127-132
- Hutchison: Chapter 4, pages 136-160 & 164-174
- Hutchison: Chapter 5, pages 178-199 & 202-217

Week 4: Saturday, February 13th

**ECOSYSTEMS PERSPECTIVE CASE STUDY DUE AT BEGINNING OF CLASS**

**Topics:** Adolescence

Groups

**Required Readings:**

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

**Week 5: Saturday, February 20th**

**ECOMAP ASSIGNMENT DUE AT BEGINNING OF CLASS**

**Topics:** Emerging & Young Adulthood  
Middle Adulthood Part 1

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

**Week 6: Saturday, February 27th**

**GENOGRAM ASSIGNMENT DUE AT BEGINNING OF CLASS**

**Topics:** Middle Adulthood Part 2  
Aging

**Required Readings:**

**Week 7: Saturday, March 5th**

**SELF-REFLECTION PAPER ASSIGNMENT DUE AT BEGINNING OF CLASS**

**Topics:** Late Adulthood  
Dying: The Final Stage of Development
Required Readings:
- Hutchison: Chapter 9, pages 360-375 & 392-411.
- Hutchison: Chapter 10, pages 414-430.

V. Texts and Reading Material for the Course:

The required textbook listed below is available online, in the University Bookstore or on reserve in the Social Work Library. Articles will be available through Learn@MyUW.


VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

**Grading Scale & Standards:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
</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>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas</td>
</tr>
<tr>
<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>
</tr>
</tbody>
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**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
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<tbody>
<tr>
<td>Systems Theory Case Study Paper</td>
<td>20</td>
</tr>
<tr>
<td>Ecosystems Perspective Case Study Paper</td>
<td>20</td>
</tr>
<tr>
<td>Ecomap</td>
<td>15</td>
</tr>
<tr>
<td>Genogram</td>
<td>20</td>
</tr>
<tr>
<td>Self-Reflection Paper</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
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 at the beginning of class and I will note your level of participation throughout the course. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive no more than two excused absences per semester. Two points will be deducted from your grade for each unexcused absence incurred.

2. **Systems Theory Case Study Paper (20 Points)**
   The grading sheet and instructions for writing your Systems Theory Case Study Paper can be found on Learn@UW. Your paper is due no later than the start of class on February 6th.

3. **Ecosystems Perspective Case Study Paper (20 Points)**
   The grading sheet and instructions for writing your Ecosystems Perspective Case Study Paper can be found on Learn@UW. Your paper is due in the dropbox no later than the start of class on February 13th.

4. **Ecomap (15 Points)**
   The grading sheet and instructions for drawing your ecomap and writing its story can be found on the Learn@UW course site. During class on February 13th I will discuss the ecomap so that you have a clear understanding of how this tool is used in practice. Your ecomap (you will need to scan if you drew it by hand), paper and cover sheet are to be uploaded no later than the start of class on February 20th.

5. **Genogram (20 Points)**
   The grading sheet and instruction for drawing your genogram and writing its story can be found on the Learn@UW course site. During class on February 20th I will discuss the genogram so that you have a clear understanding how this tool is used in practice. Your genogram (you will need to scan if you drew it by hand), paper and cover sheet are to be uploaded no later than the start of class on February 27th.

6. **Self-Reflection Paper (25 Points)**
   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 no later than the start of class on March 7th.

**VII. Course Policies:**

Code of Ethics, Student Rights and Responsibilities & Plagiarism
BSW and incoming MSW students read and signed electronic forms on 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 MSW 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 they 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.

**Written Assignment Policy**

All written assignments are to be either typed or computer-generated. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always 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 the course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

**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.

**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**

If you require accommodations, please contact me as soon as possible.

**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 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 natures discussed in class.

**Use of Electronic Devices in the Classroom**

Research (University of Michigan Center for Research on Learning and Teaching, 2010; and Wood, et al., 2012) has found that use of electronic devices in the classroom leads to poorer recall and performance on assignments and exams; therefore, the use of these devices (e.g. laptops, smart phones, pads, etc.) is **not** permitted in lecture or discussion sessions. These devices must be turned off and stored before the beginning of class. Students found to be using electronic devices (including responding to texts) will be respectfully asked to leave the classroom and will be required to meet with the instructor in order to return to class the following week. If you have a passport from the McBurney Disability Resource Center noting your need to use a laptop for note taking, this accommodation will be approved by the course instructor.