School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706
SW 711 Human Behavior in the Social Environment
Spring 2017

Instructor: Julia Messenger, MSW, LICSW
Class Time: Saturdays: 9:00 am-1:00 pm
from January 27- March 10
Instructional Mode: Face-to-Face

Location: HSS 179
Office Hours: By appointment
Phone: 651-269-7310 (Cell)
Email address: wippler@wisc.edu
Credits: 2

Canvas Course URL: https://canvas.wisc.edu/courses/87736

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 1 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, 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>Date</th>
<th>Topics and Assignments</th>
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</thead>
</table>
| Week 1 – January 27   | **Introduction to the course**  
|                       | • Introduction of instructor and students  
|                       | • Review of syllabus, writing assignments, and exam  
|                       | • Class expectation  
|                       | **Life Course Perspective, Systems Theory & Ecological Perspective**  
|                       | • Life course perspective, Systems Theory, and Ecological Perspective  
|                       | • *In Class Videos: Life Course Approach* and *Moving Beyond Basic Needs to Break the Cycle of Poverty*  
|                       | • Our Youth Our Future and discussion about how the tribal-run substance use treatment program finds the role of cultural beliefs and traditions to be key to healing.  
|                       | **Risk, Resilience, Stress, and Adaptation**  
|                       | • ACEs Activity  
|                       | • Risk and Resilience Reading  
|                       | • How Toxic Stress Affects the Developing Brain and discussion of the impact of poverty, oppression, and marginalization on brain function.  
|                       | **Required Readings:**  
|                       | • Hutchison: Chapter 1, pages 2-38  
|                       | • Walsh, Joseph, “The Psychological Person” in E. Hutchinson (2015), Chapter 4  
|                       | **In Class Activity:**  
|                       | • Event History Mapping, Eco Maps, Genograms  
|                       | • Identify and discuss possible personal bias and growth in culturally responsive work  
|                       | **In Class Podcast:** *Toxic Stress: Poverty and Health*. Available at: *http://www.npr.org/2015/01/09/376182327/toxic-stress-poverty-and-health*  
| Week 2–February 3     | **ECO-MAP ASSIGNMENT DUE**  

<table>
<thead>
<tr>
<th>Systems Theory- Families, Communities, &amp; Organizations</th>
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<tbody>
<tr>
<td><strong>Families</strong></td>
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<tr>
<td>• The Changing American Family and discussion of diversity in how family is defined.</td>
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<td>• Family Systems framework with required readings as examples.</td>
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<td>• Functional Family Assessment</td>
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<tr>
<td><strong>Communities</strong></td>
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<tr>
<td>• Community Organizing</td>
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<tr>
<td>• Lessons for professionals practicing in the community reading.</td>
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<tr>
<td>• Community Organizing &amp; Creating Social Change</td>
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<td>• Class discussion of evaluation of supports for individuals. Key stakeholders, funding, involvement, advocacy</td>
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<td><strong>Early On: Conception, Pregnancy and Childbirth</strong></td>
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<td>• Poverty and its effects on pregnancy</td>
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<td>• Racial Disparities in Birth Outcomes and discussion of this social justice issue.</td>
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<td><strong>Required Readings:</strong></td>
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<td>• Hutchison: Chapter 2, pages 42-54, 70-90</td>
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<tr>
<td><strong>In-class exercise: Stress Response with young mothers</strong></td>
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<tr>
<td>* Pre-natal brain development</td>
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<tr>
<td>* <a href="https://greatergood.berkeley.edu/article/item/mother_nurture">https://greatergood.berkeley.edu/article/item/mother_nurture</a></td>
</tr>
<tr>
<td><strong>In-class videos: Topic - Community</strong></td>
</tr>
<tr>
<td>1. KFTC: The Transformative Power of community organizing available at: <a href="https://www.youtube.com/watch?v=cocYFk3RIJw">https://www.youtube.com/watch?v=cocYFk3RIJw</a> retrieved on 1/3/17.</td>
</tr>
<tr>
<td>2. Robert J. Sampson: Neighborhood Effects and the Contemporary City available at: <a href="https://www.youtube.com/watch?v=mnKLJvyF0zc">https://www.youtube.com/watch?v=mnKLJvyF0zc</a> retrieved on 1/3/17.</td>
</tr>
</tbody>
</table>
**Week 3 - February 10**

**ECOSYSTEMS PAPER DUE!**

**Early Childhood**
- Infancy and Toddlerhood
  - Diversity and Difference in Infancy and Toddlerhood
  - Theories of human behavior and the social environment in Infancy and Toddlerhood
  - In Class activity: Case managing/prioritizing complex needs of family with children at various developmental stages.

**Required Readings:**
- 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.htm](http://www.learner.org/series/discoveringpsychology/05/e05expand.htm) retrieved on 1/3/17.
   4. Zero to Three Brain Development

**Week 4 - February 17**

**Middle Childhood**
- Diversity and Difference in Early and Middle Childhood
- Theories of human behavior and the social environment in Early and Middle Childhood

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


**In Class Activity:**

**Culturally Responsive Work-Deepening Our Practice**

- Personal Growth Project-Engage students in deepening their personal journey, identify personal growth goals for cultural competence in current practice or education.

**Current Events-Changes in the US Government**

- Case study analyzing systemic, environmental, and developmental factors in an individual’s life experience. How changes to healthcare, immigration law, and other legal changes may impact individual development.

**In-class videos:**

- Video: *The Healthy Child: Assembly Required*
- Video Discussion: Youth and Gender Media Project *A Film for and About Gender Non-conforming Youth. Becoming JoAnna Life as a 5 year old transgender child*
- Burke Harris, Nadine (Feb 2015). *How Childhood Trauma Affects Health Across a Lifetime*, TED Conferences, LLC.

**Week 5-February 24**

**SYSTEMS THEORY PAPER DUE**

**Systems and Groups**

**Adolescence**

- Diversity and Difference in Adolescence
- Theories of human behavior and the social environment in Adolescence
- Small group compare and contrast community support services in Eau Claire WI for various needs in early childhood, elementary aged, adolescent, young adult, and older adult populations
- In Class activity: ethical issues in data and confidentiality when working with adolescents disclosing information (suicide risk, sexual identification, pregnancy, etc.)
Emerging Adulthood

- Theories of human behavior and the social environment
- Arnett’s Four Profiles
- What is it like to be an Emerging Adult
- Cultural Difference in Emerging Adulthood

Required Readings:

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


In Class Readings/Group Activity:

- Student Voices: Understanding Changes Your Perspective -social dominance to social justice. (Video discussion with HS girls-how issues of race come into their lives and aspects of their school culture.)

Week 6- March 3

Young Adulthood

- Theories of human behavior and the social environment in Young Adulthood
- Risk factors for the transition to adulthood and the social justice implications.
- ACEs in adulthood
- Large group discussion-trauma and ACEs in urban and rural communities. Factors include poverty, LGBTQ, educations, basic needs

Middle Adulthood

- Theories of human behavior and the social environment in Middle Adulthood

Required Readings:

- Hutchison: Chapter 7, pages 290-308
- Hutchison: Chapter 8, pages 312-320, & 355-356


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

**In Class Videos:**
Two Families: [Opposite Views of Marriage](#) and discussion about the different views of marriage.

*Video:* [Why Men’s traditional gender roles are changing](#)
### Week 7- March 10

**IN-CLASS FINAL EXAM**

**Late Adulthood**
- The Final Stage of Development Dying
- Diversity and Difference in Late Adulthood & Dying
- Applying and critically evaluating theories of human behavior and the social environment in Late Adulthood

**In-Class: Course Evaluation**

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

**In Class Video:** [Introduction to Late Adulthood](http://socialworkpodcast.blogspot.com/)
  - Frontline: Facing Death
  - The Cost of Dying: End of Life Care

**In Class Podcast:** [Death and Grief in the Digital Age: Interview with Carla Sofka, Ph.D.](http://socialworkpodcast.blogspot.com/)

### 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:

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

**Course Web Site:** [https://canvas.wisc.edu/courses/87736](https://canvas.wisc.edu/courses/87736)
- 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
8
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 will affect your grade.

Students will be evaluated on the following assignments:

1. Class Participation 5% 5 points
2. Eco-map Assignment 15% 15 points
3. Ecosystems Perspective Paper 25% 25 points
5. In-class Final Exam 30% 30 points

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>Points</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding work, surpasses minimum expectations in most areas.</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses minimum expectations in some areas, but not in others.</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meet minimum expectations.</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets minimum expectations in some areas, but is below minimum expectations in others.</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below minimum expectations in most areas, not acceptable graduate-level work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Clearly unacceptable in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Insufficient information for grading, multiple unexcused absences, or academic misconduct.</td>
</tr>
</tbody>
</table>

Some comments on grading:

- You may appeal a grade on a particular assignment, but you must do so in writing, support your position with substantive arguments, and do so within one week of when the assignment is returned.
- It is expected that written portions of all assignments to be typed, spell-checked, proofed for grammatical errors, and well-organized. Points will be deducted from your grade for sloppy work. If you need assistance with your writing, the Campus Writing Center is available as a free resource to all students.

Assignments:

1. **Class Participation 5 points (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 points (15% of final grade)**
Further information and grading rubric can be found in Appendix B.

3. **Ecosystems Perspective Paper (25% of final grade)**
Further information and grading rubric can be found in Appendix C.

4. **Systems Theory Paper (25% of final grade)**
Further information and grading rubric can be found in Appendix D.

5. **In-class Final Exam (30% of final grade)**
On week 7 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.

VII. Course Policies

**Attendance**
Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class and leaving only for scheduled breaks.

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.

**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
• Absences:
  ~The first absence will result in a student’s grade being dropped one full grade.
  ~The second absence will place the student at risk for failing the course.
• Additional graded make-up work appropriate for the content missed will be assigned for absences.
• 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. Exercises in class cannot be made up.
• Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class.
• **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 they are cancelled, students are expected to check email to determine how to engage in the course material for that day in lieu of class. 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 may be assigned.

**Breaks**

Class will discuss how breaks will be handled on the first day of class. Should the class collectively agree that the agreed upon break structure is not working, the break schedule can be re-evaluated. Students and instructor are expected to return from breaks on time and be prepared to resume class.

**Late Assignments**

One point will be subtracted from the student’s grade for each day an assignment is late.

**Disability Accommodations**

If you require accommodations to obtain equal access to this class or to any assignments that I give, please contact me as soon as possible. I want all of my students to have an excellent learning experience.

The McBurney Disability Resource Center is the main UW-Madison campus resource for students who have learning or physical disabilities. They offer a wide range of services designed to assist students to overcome barriers and to enhance the quality of their educational experience. Students in need of accommodations should contact the McBurney Disability Resource Center to receive services such as interpreting, captioning, surrogate note-taking, test-accommodations or other supports.

www.mcburney.wisc.edu
mcburney@studentlife.wisc.edu (Email)
608-263-2741 (Phone)
608-225-7956 (Text) Center can now be reached via text messaging.
608-265-2998 (FAX)
711 (Via relay) 702 W. Johnson Street #2104 Madison WI

**Course Expectations**

Students are expected to:

- Attend class regularly and actively participate in discussions, classroom activities, and other classroom assignments;
- Come to class prepared for lectures and discussions, having read the assigned readings and thought critically about them,
- Turn off all cell phones and beepers during the class unless needed for employment purposes, and if needed place on vibrate and notify the instructor of the need prior to class start.
- Refrain from using your phone or computer for work unrelated to course material.
• Complete all assignments by due dates.
• Inform the instructor of an impending absence from class.

The instructor is expected to:
• Be available to students to answer questions and to hear concerns,
• Begin and end classes on time,
• Create an open and comfortable environment conducive to learning,
• Assure that course competencies are being met,
• Assure that the class is accessible to all students,
• Utilize a combination of lecture, full class and small group discussions, videos, newspaper articles, and other sources as well as scholarly articles and textbooks.

Student Behavior Policy
In order to learn, we must be open to the views of people different than 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.

Written Assignments
Written assignments are expected to be handed in on the date due at the beginning of class. No late assignments will be accepted without penalty points.

Standards of Conduct
Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Therefore, students are expected to conduct themselves in accordance with the standards of the School, the University, and the National Association of Social Workers (NASW).

The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community. Plagiarism and other forms of cheating will be disciplined according to University procedures.

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.
### 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>
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<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>
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<td></td>
<td>Final Exam (K, C&amp;AP)</td>
<td>Week 7</td>
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<td></td>
<td>Personal Growth Project (Engage students in deepening their personal journey, identify personal growth goals for cultural competence in current practice or education). (K, V, S, C&amp;AP)</td>
<td>Week 4</td>
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<td>Student Voices: Understanding Changes Your Perspective -social dominance to social justice. (Video discussion with HS girls-how issues of race come into their lives and aspects of their school culture.) (K, V, S, C&amp;AP)</td>
<td>Week 5</td>
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<td></td>
<td>Ecosystems Assignment (K, V, S, C &amp; AP)</td>
<td>Appendix C</td>
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<td></td>
<td>Systems Theory Assignment (K, V, S, C &amp; AP)</td>
<td>Appendix D</td>
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<td></td>
<td>Ecomap Assignment (K, V, S, C &amp; AP)</td>
<td>Appendix B</td>
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<td></td>
<td>Identity groups &amp; self-reflection Exercise (K, V, S, C &amp; AP)</td>
<td>Week 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, 7</td>
</tr>
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<tr>
<td>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.</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. Ecosystems Assignment (K, V, S, C &amp; AP) Final Exam (K, C&amp;AP) Systems Theory Assignment (K, V, S, C &amp; AP) Ecomap Assignment (K, V, S, C &amp; AP)</td>
<td>Weeks 1, 2, 3, 4, 6, 7 Appendix C Week 7 Appendix D Appendix B</td>
</tr>
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### 2.1.6: Engage with Individuals, Families, Groups, and Communities

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.

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<tr>
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<tr>
<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) 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) Ecosystems Assignment (K, V, S, C &amp; AP) Final Exam (K, C&amp;AP) Case study analyzing systemic, environmental, and developmental factors in an individual’s life experience. How changes to healthcare, immigration law, and other legal changes may impact individual development. (K, V, S, C &amp; AP) Systems Theory Assignment (K, V, S, C &amp; AP) Ecomap Assignment (K, V, S, C &amp; AP) Identity groups &amp; self-reflection Exercise (K, V, S, C &amp; AP)</td>
<td>Weeks 1, 2, 3, 4, 5, 6, 7 Appendix C Week 7 Week 4 Appendix D Appendix B Week 6</td>
</tr>
<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
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<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>2.1.7: Assess Individuals</strong></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>
</tr>
<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>
</tr>
<tr>
<td>2.1.7. Assess Organizations, and Communities</td>
<td>Ecosystems Assignment (K, V, S, C &amp; AP)</td>
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<td></td>
<td>Final Exam (K, C&amp;AP)</td>
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<td>*In Class activity: ethical issues in data and confidentiality when working with adolescents disclosing information (suicide risk, sexual identification, pregnancy, etc) (K, V, S, C &amp; AP)</td>
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<td>In Class activity: Case managing/prioritizing complex needs of family with children at various developmental stages. (K, V, S, C &amp; AP)</td>
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<tr>
<td></td>
<td>Ecomap Assignment (K, V, S, C &amp; AP)</td>
</tr>
</tbody>
</table>

<p>| <strong>2.1.8: Intervene with Individuals, Families, Groups</strong> | Lectures, readings, discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to intervention. (K) | Weeks 1, 2, 3, 4, 5, 6, 7 |
| 2.1.8. Intervene with Organizations and Communities | Videos &amp; in class activities related to understanding theories of human behavior and the social environment | Weeks 1, 2, 3, 4, 5, 6, 7 |</p>
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<tr>
<td>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 value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration</td>
<td>and critically evaluating and applying this knowledge to intervention. (K)</td>
<td>Week 1</td>
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<td></td>
<td>Personal bias and growth in culturally responsive work (K, V, S, C &amp; AP)</td>
<td>Appendix C</td>
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<td></td>
<td>Ecosystems Assignment (K, V, S, C &amp; AP)</td>
<td>Week 6</td>
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<td></td>
<td>Large group discussion-trauma and ACEs in urban and rural communities. Factors include poverty, LGBTQ, educations, basic needs. (K, V, S, C &amp; AP)</td>
<td>Appendix D</td>
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<td></td>
<td>Systems Theory Assignment (K, V, S, C &amp; AP)</td>
<td>Appendix B</td>
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<td>Ecomap Assignment (K, V, S, C &amp; AP)</td>
<td>Appendix B</td>
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<td>Final Exam (K, C&amp;AP)</td>
<td>Week 7</td>
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<td>2.1.9: Evaluate Practice with Individuals, Families, Groups 2.1.9. Evaluate Practice with Organizations, and Communities</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>
<td>Weeks 1, 2, 3, 4, 5, 6, 7</td>
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<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>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>
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<td>Small group compare and contrast community support services in Eau Claire WI for various needs in early childhood, elementary aged, adolescent, young adult, and older adult populations. (K, V, S, C &amp; AP)</td>
<td>Week 5</td>
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<td></td>
<td>Ecomap Assignment (K, V, S, C &amp; AP)</td>
<td>Appendix B</td>
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<td>Appendix C</td>
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<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
<td>Location in Syllabus</td>
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<td>Ecosystems Assignment (K, V, S, C &amp; AP)</td>
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<td>Systems Theory Assignment (K, V, S, C &amp; AP)</td>
<td>Week 2</td>
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<td>Class discussion of evaluation of supports for individuals. Key stakeholders, funding, involvement, advocacy. (K, V, S, C &amp; AP)</td>
<td>Week 7</td>
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<td>Final Exam (K, C&amp;AP)</td>
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*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes
Appendix B

Eco-map Assignment 15 points (15% of final grade)
Ecomaps are a helpful visual tool in the social work field. Ecomaps show the relationships between an individual and their surrounding environment. 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. Please note- you will need to scan your ecomap into your computer if you drew it by hand, or you may use the instructions to use Microsoft Word to create your ecomap. Your ecomap, paper and cover sheet are to be uploaded to the dropbox by 9am on February 3.

Eco Map Assignment Rubric

| Assignment completed and turned in on due date. | 0 points |
| Clarity and neatness of diagram: | |
| Are social and environmental systems identified? | |
| Are symbols utilized to show relationships and energy flow? | |
| Is there sufficient detail present to assess the social system? | 4 points |
| Are all questions answered fully? (2.25 points each) | 9 points |
| Adherence to guidelines including free of significant grammar and spelling distractions | 2 points |
| Additional Comments: | Possible Total: 15 points |
Appendix C

Ecosystems Perspective Paper (25% of final grade)

Ecosystems Perspective Case Study Paper

Instructions

In order to truly understand the use of an ecosystems perspective, it is helpful to apply your knowledge to a case study. Using Bronfenbrenner's Ecological Model and the information provided in the case study, please answer the following questions. (Case study information and specifics will be provided on Canvas the week prior to due date.)

1. What microsystems do you assess as having a direct influence on Sam?
2. What exosystems do you assess as influencing Sam’s development?
3. With regard to the mesosystem, what are the stressful and/or supportive interactions that are occurring between Sam’s microsystems?
4. With regard to the mesosystem, what are the stressful and/or supportive interactions occurring between Sam’s microsystems and his exosystems?
5. With this assessment in mind, what kinds of resources do you feel are needed for Sam and his mother?

Please note that I did not ask about the macrosystem or the chronosystem; however, you are welcome to add those to your discussion but it is not required of you.

You are to write a paper (not 5 separate responses to the questions) that is no less than three pages in length and not more than four pages. You will be graded on the depth of your writing, critical thinking employed, grammar and spelling, and how fully each question is answered. Be sure you include an introduction, the body of your paper where you address the questions, and a conclusion. Your paper is due in the dropbox no later than the start of class on February 10th.

Ecosystems Perspective Paper Rubric

| Assignment completed and turned in on due date | 0 points |
| Critical evaluation of material | 5 points |
| Depth of writing and use of specific examples (Application of various lenses: cultural awareness, trauma, poverty, etc.) | 8 points |
| Assessment | 5 points |
| Evidence of credible resources | 5 points |
| Adherence to guidelines including free of significant grammar and spelling distractions | 2 points |

Additional Comments: Possible Total: 25 points
Appendix D

Systems Theory Paper (25% of final grade)

Instructions

In order to truly understand the use of systems theory, it is helpful to apply your knowledge to a case study. Carefully read the case study provided on Canvas (1 Week prior to due date of project) and then consider each question thoughtfully. (Case study information and specifics will be provided week prior to due date.)

Case Study Questions

6. Using systems theory, how would you describe John’s family? Describe the family’s boundaries.

7. What do family members do to maintain the family system?

8. What macrosystem influences affect John and his family?

9. In what ways does John’s psychosocial environment fall short in providing the resources necessary to meet his needs?

10. What kinds of resources are needed for John and his family? What referrals might you make?

You are to write a paper (not 5 separate responses to the questions) that is no less than three pages in length and not more than four pages. You will be graded on the depth of your writing, critical thinking employed, grammar and spelling, and how fully each question is answered. Be sure you include an introduction, the body of your paper where you address the questions, and a conclusion. Your paper is due in the dropbox no later than the start of class on February 24.

Systems Theory Paper Rubric

| Assignment completed and turned in on due date | 0 points |
| Critical evaluation of material | 5 points |
| Depth of writing and use of specific examples (Application of various lenses: cultural awareness, trauma, poverty, etc) | 8 points |
| 5 questions answered using class information, reflection of readings, personal or professional experience. | 10 points |
| Adherence to guidelines including free of significant grammar and spelling distractions | 2 points |

Additional Comments: Possible Total: 25 points