The discussion sections will provide you with the opportunity to more fully explore and discuss topics and issues raised in the weekly lecture.

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>Monday</td>
<td>12:05pm - 12:55pm</td>
<td>Social Work 110</td>
</tr>
<tr>
<td>302</td>
<td>Monday</td>
<td>1:20pm - 2:10pm</td>
<td>Social Work 106</td>
</tr>
<tr>
<td>303</td>
<td>Monday</td>
<td>3:30pm - 4:20pm</td>
<td>Social Work 106</td>
</tr>
<tr>
<td>304</td>
<td>Wednesday</td>
<td>12:05pm - 12:55pm</td>
<td>Social Work 110</td>
</tr>
<tr>
<td>305</td>
<td>Wednesday</td>
<td>1:20pm - 2:10pm</td>
<td>Social Work 110</td>
</tr>
<tr>
<td>306</td>
<td>Wednesday</td>
<td>2:25pm - 3:15pm</td>
<td>Van Hise 367</td>
</tr>
</tbody>
</table>

I. Catalogue Description:
Human Behavior and the Social Environment is a professional foundation course for social work and social welfare majors. This course focuses on the physiological, psychological, and social changes throughout the life cycle, including major crisis and developmental tasks at each point in terms of their implications for social work practice.

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>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify as a social worker and conduct oneself accordingly.</td>
<td>Practice personal reflection and self-correction to assure continual professional development.</td>
<td>Self-Reflection Paper</td>
</tr>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>Mid-term Exam and Final Exam</td>
</tr>
<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>Understand the mechanisms of oppression and discrimination.</td>
<td>Mid-term Exam and Final Exam</td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>Use research evidence to inform practice.</td>
<td>Mid-term Exam and Final Exam</td>
</tr>
<tr>
<td>2.1.7: Apply knowledge of human behavior and the social environment</td>
<td>Critique and apply knowledge to understand person and environment. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
<td>Genogram, Ecomap, Mid-term Exam, and Final Exams</td>
</tr>
</tbody>
</table>

Course Content:

Week 1: Tuesday, January 23
Topics: Overview of course, syllabus & grading

Week 2: Thursday, January 30
Topics: Life Course Perspective, Systems Theory & Ecological Perspective

Required Readings:
Week 3: Thursday, February 6
Topics: Families

Required Readings:

Week 4: Thursday, February 13
Topics: Conception, Pregnancy, Childbirth, Infancy & Toddlerhood

Required Readings:

Guest Speaker: Katherine Magnuson, PhD

Week 5: Thursday, February 20
ECOMAP ASSIGNMENT DUE AT BEGINNING OF CLASS
Topics: Early & Middle Childhood

Required Readings:

Guest Speaker: Audrey Conn, MSSW & Alice Egan, MSSW

Week 6: Thursday, February 27
Topics: Adolescence

Required Readings:

Guest Speaker: Professor Tally Moses
Week 7: Thursday, March 6
Topics: Emerging & Young Adulthood

Required Readings:
- Chapter 7: Hutchison, E. *Dimensions of human behavior: The changing life course*.

Week 8: Thursday, March 13
MID-TERM EXAMINATION ON WEEKS 2-7

Week 9: Thursday, March 20
NO CLASS- SPRING BREAK

Week 10: Thursday, March 27
Topics: Groups

Required Readings:

Week 11: Thursday, April 3
Topics: Communities & Organizations

Required Readings:

**Week 12: Thursday, April 10**  
Topics: Middle Adulthood – Part 1  

**Required Readings:**  
- Chapter 8: Hutchison, E. *Dimensions of human behavior: The changing life course.*  

**Week 13: Thursday, April 17**  
GENOGRAM ASSIGNMENT DUE AT BEGINNING OF CLASS  
Topics: Middle Adulthood – Part 2  

**Required Readings:**  

**Week 14: Thursday, April 24**  
Topics: Late Adulthood – Part 1  

**Required Readings:**  

**Week 15: Thursday, May 1**  
Topic: Late Adulthood – Part 2  

**Required Readings:**  


Week 16: Thursday, May 8
SELF-REFLECTION PAPER ASSIGNMENT DUE
Topic: Dying: The Final Stage of Development

Required Readings:

V. Texts and Reading Material for the course:
- The following required textbook 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>
</table>
Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Class Participation</td>
<td>5</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>25</td>
</tr>
<tr>
<td>Ecomap</td>
<td>10</td>
</tr>
<tr>
<td>Genogram</td>
<td>15</td>
</tr>
<tr>
<td>Self-Reflection Paper</td>
<td>20</td>
</tr>
<tr>
<td>Final Examination</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 is required. Attendance will be taken at the beginning of lecture and discussion sections. The instructor and discussion leader will note your level of participation. You can earn up to 5 points for attending class and discussion sections regularly, and for actively participating in discussions and activities.

2. **Ecomap**
   You are to draw an Ecomap. Information regarding this assignment will be passed out on February 6 (Week 3) at the beginning of class. On February 20 (Week 5) before the start of class, you need to either upload the assignment to the Learn@UW dropbox or bring a hard copy to class.

3. **Examinations:**
   Two examinations will be given covering material from the readings, lectures, videos, class discussions and discussion sections. These exams will consist of multiple choice and true-false questions, and each exam is worth 25 points.
   - The mid-term examination will be held on Week 8, Thursday, March 13, and cover the material from Weeks 2-7.
   - The final examination, which is not comprehensive, will cover Weeks 10-16, and be held on the scheduled final examination date: Thursday, May 15, 2014, 2:45pm – 4:45pm

4. **Genogram**
   You are to draw a Genogram. Information regarding this assignment will be passed out on April 3 (Week 11) at the beginning of class. On April 17 (Week 13) before the start of class, you need to either upload the assignment to the Learn@UW dropbox or bring a hard copy to class.

5. **Self-Reflection Paper**
   HBSE is a foundation Social Work course that provides you with information necessary for working in the Social Work profession. This course requires you to gain a deeper understanding of your own development; values and beliefs resulting from your development; and how these values and beliefs influence your assessment of others’ behavior and/or situations.
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 thoughts on the following: 1) values and beliefs you hold as a result of your own development; 2) how you feel these values and beliefs might impact your assessment of others’ behavior and situations; and 3) ethical dilemmas you might face as a result of value and belief differences (e.g., client populations with whom you may find difficult to work; decisions made by clients that are not in agreement with your beliefs).

This paper is to be not less than four full pages in length and not more than five pages. Be sure that you adhere to the Writing Assignment Policy presented below. Papers are to be uploaded to the Learn@UW dropbox prior to the beginning of class on May 8 (Week 16).

VII. Course Policies:

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.

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 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.

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 to obtain equal access to this class or to any assignments that I may give, 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.
Use of Technology in the Classroom
In order to learn, you must be respectful to your fellow classmates, teaching assistant and instructor by using technology appropriately in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages, and do not use laptops for anything other than taking lecture notes. If you use your cell phone or send and/or receive text messages during class, you will be asked to leave the classroom and will need to make an appointment with the professor in order to come back to class. If you use your laptop for anything other than lecture notes, either a teaching assistant or the professor will tap you on the shoulder and you will not be allowed to use your laptop in the class for the remainder of the semester.