The discussion sections will provide you with the opportunity to more fully explore and discuss topics and issues raised in the weekly lecture. Discussion sections will begin Week 3.

<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 114</td>
</tr>
<tr>
<td>302</td>
<td>Monday</td>
<td>1:20pm - 2:10pm</td>
<td>Social Work 114</td>
</tr>
<tr>
<td>303</td>
<td>Monday</td>
<td>2:25pm - 3:15pm</td>
<td>Social Work 114</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>
</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 &amp; Final Exams</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 &amp; Final Exams</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 &amp; Final Exams</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 process of assessment, intervention, and evaluation.</td>
<td>▪ Genogram ▪ Ecomap ▪ Mid-term &amp; Final Exams</td>
</tr>
</tbody>
</table>

Course Content:

Week 1: Thursday, January 22 (No discussion sections this week)
Topics: Overview of course, syllabus & grading

Week 2: Thursday, January 29 (No discussion sections this week)
Topics: Life Course Perspective, Systems Theory & Ecological Perspective

Required Readings:
- Chapter 1: Hutchison, E. *Dimensions of human behavior: The changing life course.*

Week 3: Thursday, February 5
Topics: Families

Required Readings:

**Week 4: Thursday, February 12**
Topics: Conception, Pregnancy, Childbirth, Infancy & Toddlerhood

**Required Readings:**

Guest Speaker: Alice Egan, MSSW

**Week 5: Thursday, February 19**
ECOMAP ASSIGNMENT DUE AT BEGINNING OF CLASS
Topics: Early & Middle Childhood

**Required Readings:**

Guest Speaker: Audrey Conn, MSSW

**Week 6: Thursday, February 26**
Topics: Adolescence

**Required Readings:**

Guest Speaker: Professor Tally Moses

**Week 7: Thursday, March 5**
Topics: Emerging & Young Adulthood

**Required Readings:**

**Week 8: Thursday, March 12**  
MID-TERM EXAMINATION ON WEEKS 2-7

**Week 9: Thursday, March 19**  
**Topics:** Groups

**Required Readings:**

**Week 10: Thursday, March 26**  
NO CLASS- SPRING BREAK

**Week 11: Thursday, April 2**  
**Topics:** Communities & Organizations

**Required Readings:**
Week 12: Thursday, April 9
GENOGRAM ASSIGNMENT DUE AT BEGINNING OF CLASS
Topics: Middle Adulthood – Part 1

Required Readings:

Week 13: Thursday, April 16
Topics: Middle Adulthood – Part 2

Required Readings:

Week 14: Thursday, April 23
Topics: Late Adulthood – Part 1

Required Readings:

Week 15: Thursday, April 30
Topic: Late Adulthood – Part 2

Required Readings:
Week 16: Thursday, May 7

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>Écomap</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** (5 Points)
   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** (10 Points)
   You are to draw an Ecomap. Information regarding this assignment will be passed out on February 5 (Week 3) at the beginning of class. On February 19 (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** (50 Points)
   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. Please arrive promptly at the appointed exam time. If you arrive late to the either exam and at least one student has already completed the exam and left the classroom, you may not take your exam and will receive a failing grade.
   - The mid-term examination will be held on Week 8, Thursday, March 12, and cover the material from Weeks 2-7.
   - The final examination, which is not comprehensive, will cover Weeks 9 & 11-16, and be held on the scheduled final examination date: Tuesday, May 12, 7:45am – 9:45am. The room in which the exam will be held has not yet been determined by the University.

4. **Genogram** (15 Points)
   You are to draw a Genogram. Information regarding this assignment will be passed out on March 19 (Week 9) at the beginning of class. On April 9 (Week 12) before the start of class, you need to either upload the assignment to your dropbox or bring a hard copy to class.

5. **Self-Reflection Paper** (20 Points)
   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 your dropbox prior to the beginning of class on May 7 (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, 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 nature 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, smartphones, ipads, etc.) is not permitted in lecture or discussion sessions. These devices must be turned off and stored before the beginning of class. The teaching assistants have been instructed to carefully monitor electronic device usage during 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 notetaking, this accommodation will be approved by the course instructor.