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, young adulthood, middle-age 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>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify as a professional 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>2.1.3: 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>Discussion Threads &amp; Case Study Paper</td>
</tr>
<tr>
<td></td>
<td>* Analyze models of assessment, prevention, intervention and evaluation.</td>
<td>Case Study Paper</td>
</tr>
<tr>
<td></td>
<td>* Demonstrate effective written communication in working with individuals, families, groups, organizations, communities and colleagues.</td>
<td>Case Study Paper, Ecomap and Genogram</td>
</tr>
</tbody>
</table>
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 and power.

Self-Reflection Paper

2.1.5: Advance human rights and social and economic justice

* Understand the mechanisms of oppression and discrimination.

Self-Reflection Paper

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 the process of assessment, intervention and evaluation.

Case Study Paper & Discussion Threads, Discussion Threads, Case Study & Self-Reflection Papers

IV. Course Content

Week One, Saturday January 24, Required Webinar 9:00-Noon

Topics: Syllabus
Study of Development and Behavior
Systems Theory
Ecological Perspective

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

Week Two, Saturday January 31

PERSONAL-IN ENVIRONMENT POSTINGS COMPLETED BY NOON

Topics: Families

Required Readings:
Week Three, Saturday February 7
SYSTEMS THEORY CASE STUDY PAPER DUE AT NOON
Topics: Conception, Pregnancy, Childbirth, Infancy & Toddlerhood
Guest Speaker: Katherine Magnuson, PhD

Required Readings:
- Chapters 2-3: Hutchison, E. *Dimensions of human behavior: The changing life course*

Week Four, Saturday February 14
ECOMAP ASSIGNMENT DUE BY NOON
Topics: Early & Middle Childhood
Guest Speaker: Audrey Conn, MSW

Required Readings:
- Chapters 4-5: Hutchison, E. *Dimensions of human behavior: The changing life course*

Week Five, Saturday, February 21, Required Webinar 9:00-11:00
GENOGRAM ASSIGNMENT DUE BY 9:00AM
Topics: Adolescence & Emerging and Early Adulthood
Guest Speaker: Tally Moses, PhD, MSW speaks via video on Adolescence

Required Readings:

Week Six, Saturday February 28
EMERGING ADULTHOOD DISCUSSION POSTS COMPLETED BY NOON
Topics: Communities & Organizations

Required Readings:


**Week Seven, Saturday March 7**

COMMUNITIES DISCUSSION POSTINGS COMPLETED BY NOON

**Topics:** Middle Adulthood

**Required Readings:**

**Recommended Reading:**

**Week Eight, Saturday March 14 Required Webinar 9:00-Noon**

SELF-REFLECTION PAPER DUE BY 9:00AM

**Topics:** Late Adulthood and Dying: The Final Stage of Development

**Required Readings:**
V. Texts and Reading Material for the Course:

- The following required textbook is available online 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, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work 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 most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</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>Course failure</td>
</tr>
</tbody>
</table>

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person-In Environment Discussion Posts</td>
<td>January 31, Noon</td>
<td>8</td>
</tr>
<tr>
<td>Systems Theory Case Study Paper</td>
<td>February 7, Noon</td>
<td>20</td>
</tr>
<tr>
<td>Ecomap</td>
<td>February 14, Noon</td>
<td>15</td>
</tr>
<tr>
<td>Genogram</td>
<td>February 21, 9:00am</td>
<td>21</td>
</tr>
<tr>
<td>Emerging Adulthood Discussion Posts</td>
<td>February 28, Noon</td>
<td>8</td>
</tr>
<tr>
<td>Communities Discussion Posts</td>
<td>March 7, Noon</td>
<td>8</td>
</tr>
<tr>
<td>Self-Reflection Paper</td>
<td>March 14, 9:00am</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Assignment Instructions & Grading Rubrics

**Discussion Thread Postings (24 points)**
You will be required to participate in three discussion threads, which will be worth eight points each. For each discussion thread, you will need to make three posts. You will be graded on the depth of your post, critical thinking employed, and your ability to triangulate, that is, incorporate lecture material, readings and your own experiences. Your postings are to be at least three sentences; no single sentence postings will be accepted. The due dates for each posting (Weeks 2, 6 & 7) are included in the assignment table above.

**Systems Theory Case Study Paper (20 points)**
The instructions for writing your Systems Theory Case Study Paper can be found on Learn@UW. Your paper is due in the dropbox no later than noon on February 7 (Week 3).
Ecomap (15 points)
You are to create an Ecomap. Information on this assignment will be posted by Week 2. This assignment is to be uploaded to the dropbox no later than noon on February 14 (Week 4).

Genogram (21 points)
You are to create a Genogram. Information on this assignment will be posted by Week 2. This assignment is to be uploaded to the dropbox no later than noon on February 21 (Week 5).

Self Reflection Paper (20 points)
The instructions for writing your Self Reflection Paper can be found on Learn@UW. Your paper is due in the dropbox no later than 9:00am on March 14 (Week 8).

VII. Course Policies
Webinar Attendance & Class 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 webinars and to arrive on time.

Prompt arrival to all webinars is required. A significantly late arrival or early departure will be considered an unexcused absence and 5 points will be deducted from the total points earned for the course.

To ensure a quality educational experience, students must attend and participate in webinars. For each webinar missed, the student’s grade will be dropped one full grade.

Lectures: You are expected to watch the weekly posted lecture videos. The lectures address not only the assigned readings but take the next step of building upon that information. In addition, the lectures make the connection between the information you gain from the readings and your future career as a social worker.

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 discussion threads and webinars, 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 uploaded, 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. If assignments are not formatted correctly, up to one full point will be deducted.
Late Assignment Policy:
The assignments listed above are to be uploaded by the time and 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, 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 online 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 the online classroom.