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 301, 302, and 303 will begin Week 3. Discussion section 304 will begin Week 2.

<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>11:00am-11:50am</td>
<td>Social Work 106</td>
</tr>
<tr>
<td>302</td>
<td>Wednesday</td>
<td>1:20pm-2:10pm</td>
<td>Social Work 106</td>
</tr>
<tr>
<td>303</td>
<td>Wednesday</td>
<td>2:25pm-3:15pm</td>
<td>Social Work 110</td>
</tr>
<tr>
<td>304</td>
<td>Friday</td>
<td>11:00am-11:50am</td>
<td>Social Work 114</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, as well as the way in which 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</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</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</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.</td>
<td>▪ Mid-Term Exam</td>
</tr>
<tr>
<td></td>
<td>▪ Utilize conceptual frameworks to guide process of assessment, intervention, and evaluation.</td>
<td>▪ Mid-Term Exam</td>
</tr>
</tbody>
</table>

IV. 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.
▪ Top Hat, a software system that promotes student engagement in the classroom, will be used in this course for attendance and the administration of in-class questions and polls. You will receive an email invitation with instructions on how to set it up on your smart phone. To view additional instructions or obtain support, go to this link: [http://learnuw.wisc.edu/toolbox/Top%20Hat%20QRG%20for%20students.pdf](http://learnuw.wisc.edu/toolbox/Top%20Hat%20QRG%20for%20students.pdf)

V. Course Content

*Week 1: Thursday, January 19th* *(No discussion sections this week)*

*Topics:* Overview of course, syllabus & grading
Week 2: Thursday, January 26th (Only discussion section 304 meets)
Topics: Life Course Perspective, Systems Theory & Ecological Perspective

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

Week 3: Thursday, February 2nd (All discussion sections meet weekly from now on)
Topics: Families

Required Readings:

Week 4: Thursday, February 9th
Topics: Conception, Pregnancy, Childbirth

Required Readings:
- Hutchison: Chapter 2, pages 42-54, 70-90

Week 5: Thursday, February 16th
Topics: Infancy & Toddlerhood
Guest Speaker: Alice Egan, MSSW

Required Readings:
- Hutchison: Chapter 3, pages 94-132

Week 6: Thursday, February 23rd
Topics: Early & Middle Childhood

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

Week 7: Thursday, March 2nd
Topics: Adolescence
Guest Speaker: Professor Tally Moses

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

**Week 8: Thursday, March 9th**
**Topics:** Emerging Adulthood

**Required Readings:**
- Hutchison: Chapter 7, pages 270-289

**Week 9: Thursday, March 16th**
**MID-TERM EXAMINATION ON WEEKS 2-8**

**Week 10: Thursday, March 23rd**
**NO CLASS- SPRING BREAK**

**Week 11: Thursday, March 30th**
**Topics:** Communities & Organizations

**Required Readings:**

**Week 12: Thursday, April 6th**
**Topics:** Young Adulthood

**Required Readings:**
- Hutchison: Chapter 7, pages 290-308

**Week 13: Thursday, April 13th**
**Topics:** Middle Adulthood
Guest Speaker: Professor Tracy Schroepfer

Required Readings:
- Hutchison: Chapter 8, pages 312-320, & 355-356

**Week 14: Thursday, April 20th**

**SELF-REFLECTION PAPER ASSIGNMENT DUE**

**Topics:** Middle & Late Adulthood

**Required Readings:**
- Hutchison: Chapter 9, pages 360-372

**Week 15: Thursday, April 27th**

**Topic:** Dying: The Final Stage of Development

**Guest Speaker:** Professor Tracy Schroepfer

**Required Readings:**

**Week 16: Thursday, May 4th (only discussion sections 301, 302, & 303 meet this week)**

**Topic:** Applying Development Knowledge to Practice

**Required Readings:**
- Hutchison: Chapter 9, pages 381-387
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>Mid-Term Examination</td>
<td>40</td>
</tr>
<tr>
<td>Self-Reflection Paper</td>
<td>20</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40</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 during class and during discussion sections. If you are unable to attend class, please email me prior to class so that you can receive an excused absence. If you are unable to attend your discussion section, please email your teaching assistant (TA) so that you can receive an excused absence. Overall (includes both class and discussion section), you may receive no more than two excused absences per semester. Furthermore, unexcused absences include not attending lecture or discussion section without notifying the instructor or TA prior. Two points will be deducted from your grade for each unexcused absence incurred.

2. **Examinations (80 Points)**
   Two examinations (40 points each) 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. Please arrive promptly at the appointed exam time. If you arrive late to the exam and at least one student has already completed it 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 9, Thursday, March 16th, and cover the material from Weeks 2-8.
   - The final examination, which is not comprehensive, will cover weeks 11-16, and be held on the scheduled final examination date Sunday, May 7, 5:05pm-7:05pm, Location: TBD

3. **Self-Reflection Paper (20 Points)**
   Human Behavior and the Social Environment is a foundation Social Work course that provides you with information necessary for working in the 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 critical thinking on the following:

1. Values and beliefs you hold as a result of your own environment and development
2. How you feel these values and beliefs might impact your assessment of others’ behavior and situations
3. Ethical dilemmas you might face as a result of value and belief differences (e.g., client populations with whom you may find it difficult to work; decisions made by clients that are not in agreement with your beliefs). BE SPECIFIC.

This typed paper is to be no less than four full pages in length and no more than five pages. Format your paper using one-inch margins, double-spacing, and a Times New Roman 12-point font. Include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date due, and course number and title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar (please utilize the Writing Center as needed). Upload your paper to the Dropbox on LEARN@UW prior to the class on Thursday, April 20th. Students should email their paper to the instructor if they have difficulty with Dropbox submission (due date/time remains the same regardless). 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.

VII. Course Policies

Student Behavior Policy & Classroom Climate
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 that will serve to enhance the learning of their colleagues. 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.

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and brave so that ideas can be examined honestly and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to insure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.
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 Guidelines Policy
All written assignments are to be completed in Microsoft Word; no pdf documents will be accepted. Please follow the guidelines below:

Papers Must:
- Use one-inch margins
- Use Times New Roman 1 2-point font
- Be double-spaced and each new paragraph indented ½ inch
- Use page numbers for all assignments
- Be spell and grammar checked
- 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 place this information on the first page of your paper

Paper Organization:
- Each paper must include an introduction and conclusion
- Each paper must have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion
- Each paragraph must have a clear and concise topic sentence that reflects the content of the paragraph it introduces
- Paragraphs must have smooth transitions from one to the next
- A consistent tense must be used throughout the paper

Do Not:
- Use contractions (for example: don’t, can’t)
- Use quotes from articles read, unless it is a 2-3 word phrase not easily put into other words
- Be repetitious in your writing
- Use run-on sentences
- Use too many prepositional phrases
- End sentences in prepositions (for example: with, of, at)

Do:
- Think critically when writing
- Write with depth – avoid superficial statements
- Be reflective
- Be succinct
- Connect your assignment to class discussions, course readings and your internship/experience
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.

Grading Questions
Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn an ‘A’. Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there are assignment instructions that are unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to your TA, who will give your concerns fair and careful attention.

Students with Disabilities
Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor as soon as possible. The McBurney Center provides services and classroom accommodations to students with disabilities. These disabilities might include vision and hearing difficulties, learning difficulties and mental health disorders. The Center is located at 701 West Johnson Street. For more information, call 608-263-2741 or go to the website at http://mcburney.wisc.edu

Use of Electronic Devices in the Classroom
Research (University of Michigan Center for Research on Learning and Teaching, 2010; Wood, et al., 2012; Mueller & Oppenheimer, 2014) has found that use of electronic devices in the classroom leads to poorer recall and performance on assignments and exams; therefore, the use of such devices (e.g., laptops, smartphones, ipads, etc.) is prohibited. These devices must be turned off and stored before the beginning of class.

The only exception to the use of an electronic device is when the instructor requests that you use it for Top Hat. During class, the instructor will request that you get your phone out and complete a Top Hat task. Once that task is completed, the instructor will bid you to put away your phone. Students using electronic devices (including responding to texts) for purposes other than Top Hat will be respectfully asked to leave the classroom and 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.

Plagiarism
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.
The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html