SW 711: Human Behavior in the Social Environment  
Fall 2017

Instructor: Amanda Zuehlke, MSW, APSW  
Class Time: Thursdays, 3:30-5:25pm  
Location: Educational Sciences 228  
Office hours: By appointment  
Phone: 414-660-1850 (cell)  
E-mail: acsiefert@wisc.edu (preferred method of contact)

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 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. COURSE COMPETENCY, DESCRIPTION AND DIMENSIONS CHART  
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 and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.

IV. COURSE CONTENT

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>In Class Activities</th>
<th>Required Readings, Articles, Podcasts</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1 9/7/17  | • Introductions  
• Overview of course, syllabus, assignments  
• Life course perspective, Systems Theory & Ecological  
| • Discussion: Life course perspective, Systems Theory, and Ecological Perspective  
• Video: Our Youth Our Future and discussion about how the tribal-run | • Hutchison: Chapter 1, pages 2-38  
<table>
<thead>
<tr>
<th>Week/Date</th>
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</thead>
</table>
| 2 9/14/17 | • Risk  
            • Resilience  
            • Stress  
            • Adaptation  
            • Applying and critically evaluating theories of human behavior and the social environment | • ACEs Activity  
            • Discussion: Risk and Resilience Reading  
            • Video: How Toxic Stress Affects the Developing Brain and discussion of the impact of poverty, oppression, and marginalization on brain function. | • Walsh, Joseph, "The Psychological Person" in E. Hutchinson (2015), Chapter 4  
| 3 9/17/17 | • Families  
            • Communities  
            • Diversity and Difference in Families and Communities  
            • Applying and critically evaluating theories of human behavior and the social environment with families and communities | • Video: The Changing American Family and discussion about the diversity in how family is defined.  
            • Discussion: Family Systems framework with required readings as examples.  
            • Activity: Functional Family Assessment  
            • Video: Community Organizing Say What?  
            • Discussion: Lessons for professionals practicing in the community reading.  
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<thead>
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<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 9/28/17</td>
<td>• Conception&lt;br&gt;• Pregnancy&lt;br&gt;• Childbirth&lt;br&gt;• Applying and critically evaluating theories of human behavior and the social environment during conception, pregnancy, and childbirth</td>
<td>• Discussion: Poverty and its effects on pregnancy&lt;br&gt;• Video: Racial Disparities in Birth Outcomes and discussion of this social justice issue. Students will understand their responsibility to eliminate oppressive structural barriers to ensure equitable outcomes.</td>
<td>• Hutchison: Chapter 2, pages 42-54, 70-90&lt;br&gt;• Larson, C. (2007). Poverty during pregnancy: Its effects on child health outcomes. Paediatr Child Health, 12(8), 673-677.</td>
<td></td>
</tr>
<tr>
<td>6 10/12/17</td>
<td>• Early Childhood&lt;br&gt;• Middle Childhood&lt;br&gt;• Diversity and Difference in Early and Middle Childhood&lt;br&gt;• Applying and critically evaluating</td>
<td>• Video: The Healthy Child: Assembly Required&lt;br&gt;• Large Group Discussion: Early &amp; Middle Childhood through a Social Justice Lens&lt;br&gt;• Video Discussion: Youth and Gender Media Project&lt;br&gt;• A Film for and</td>
<td>• Hutchison: Chapter 4, pages 136-160 &amp; 164-174 &amp; Hutchison: Chapter 5, pages 178-217&lt;br&gt;• Kahn, J. (2014). Early Childhood Education and Care as a Social Work Issue. Child and Adolescent Social Work Journal, 31, 419-433</td>
<td></td>
</tr>
</tbody>
</table>

(Continued on next page)
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<thead>
<tr>
<th>Week/Date</th>
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<th>Required Readings, Articles, Podcasts</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 8 10/26/17 | - Emerging Adulthood<br>- Diversity and Difference in Emerging Adulthood<br>- Applying and critically evaluating theories of human behavior and the social environment | - Handout & Discussion: Arnett’s Four Profiles  
- Pair Share: What is it like to be an Emerging Adult  
- Large Group Discussion: Cultural Difference in Emerging Adulthood  
<table>
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<tr>
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<tbody>
<tr>
<td>9 11/2/17</td>
<td>• Midterm Exam</td>
<td></td>
<td></td>
<td>Midterm Exam</td>
</tr>
</tbody>
</table>
| 10 11/9/17 | • Young Adulthood 
• Diversity and Difference in Young Adulthood 
• Applying and critically evaluating theories of human behavior and the social environment in Young Adulthood | • Large Group Discussion: Risk factors for the transition to adulthood and the social justice implications. 
• Activity: ACEs in adulthood 
• Video: Two Families: Opposite Views of Marriage and discussion about the different views of marriage. 
• Video: Involved Parenthood and discussion of the elimination of structural barriers toward involved fatherhood | • Hutchison: Chapter 7, pages 290-308 
| 11 11/16/17 | • Middle Adulthood 
• Diversity and Difference in Middle Adulthood 
• Applying and critically evaluating theories of human behavior and the social environment in Middle Adulthood | • Guest Speaker: Professor Tracy Schroepfer | • Hutchison: Chapter 8, pages 312-320, & 355-356 
<p>| 12 11/23/17 | THANKSGIVING BREAK - NO CLASS | | | |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
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<th>In Class Activities</th>
<th>Required Readings, Articles, Podcasts</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 13 11/30/17 | • 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 | • Guest Speaker: Professor Tracy Schroepfer  
• Discussion: services for older adults as a social justice issue. | • Hutchison: Chapter 9, pages 360-372  
• Podcast: Death and Grief in the Digital Age: Interview with Carla Sofka, Ph.D. Available at: [http://socialworkpodcast.blogspot.com/](http://socialworkpodcast.blogspot.com/) | |
| 14 12/7/17 | • Final Exam  
• Course Evaluation | | Final Exam |

V. TEXT AND READING MATERIALS FOR THE COURSE

The following required textbook is available from the University bookstore, online in electronic formats, and also on reserve at the Social Work Library:


Course Web Site: [canvas.wisc.edu](https://canvas.wisc.edu)

- Required reading, articles, podcasts links, and additional class materials will be available on the course web site available through CANVAS.
- 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

Assignments Due Dates and Points:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Max Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>Case Study Paper</td>
<td>October 5th, 2017</td>
<td>20</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>November 2nd, 2017</td>
<td>25</td>
</tr>
<tr>
<td>Self- Reflection Paper</td>
<td>November 16th, 2017</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 7th, 2017</td>
<td>25</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>100</td>
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</table>

**Assignment Descriptions, Instructions and Grading Criteria:**

**Class Participation (Ongoing, 10 points)**
In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. 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. If you are unable to attend class, please email me prior to class so that you can receive an excused absence and make-up work assigned (Please see Attendance Policy below).

**Case Study Paper (Due: October 5th, 2017, 20 points)**
In order to truly understand the use of an ecological systems perspective, it is helpful to apply your knowledge to a case study. A case study example is provided on Canvas. Carefully read the case study and then consider each question below thoughtfully.

1. Using systems theory, how would you describe the family? Describe the family’s boundaries.
2. What do family members do to maintain the family system?
3. What macrosystem influences affect the family?
4. In what ways does social environment fall short in providing the resources necessary to meet their needs?
5. What kinds of resources are needed for the family? What referrals might you make?

This typed paper is to be no less than three full pages in length and no more than four 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). Please upload your paper to Canvas prior to start of class on October 5th. A grading rubric for this assignment is provided in Appendix B.

**Exams (Midterm: November 2nd, 2017 and Final: December 7th, 2017, 25 points each)**
Two in-class exams will be given. These exams will cover material presented in the readings and lectures, and will provide an opportunity for you to synthesize and demonstrate mastery of the course material. The exams will include multiple choice, true/ false and short answer questions. In successfully answering exam questions, you will demonstrate an understanding of:

1. Key ecological system theories and how they can be applied to understand human behavior as a result of individuals’ interactions with social systems
2. Theories of biological, psychological, social, cultural and spiritual/religious development across the lifespan
3. The range of social systems that influence individual development and behavior
4. How gender, ethnicity, culture, spirituality, sexual orientation, economic deprivation, discrimination, and oppression shape developmental processes and human behavior across the life span
**Self-Reflection Paper (Due: November 16th, 2017, 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). Please upload your paper to Canvas prior to the start of class on November 16th. A grading rubric for this assignment is provided in Appendix C.

**Grading Scale:** Final grades will be assigned with the following grading scale for graduate courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>Meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>Below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>Fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

**VII. COURSE POLICIES**

**Attendance Policy**

To ensure a quality educational experience, students are expected to attend all scheduled classes and to arrive on time.

- **Attendance will be taken at each class and students’ level of participation noted.**
- **Excused and Unexcused Absences:**
  - Two unexcused absences will result in a student’s grade being dropped one full grade.
  - Three unexcused absences will place the student at risk for failing the course.
  - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence. You will not have the opportunity to complete make-up work to compensate for unexcused absences.
  - Additional graded make-up work appropriate for the content missed during an excused absence may be assigned. This make-up work may consist of an analysis of the required reading, as well as a summary of any power point lecture material and how one might integrate this material into one’s practice.
- Students are responsible for completing any class requirements for the day missed, and for obtaining notes from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
- Students who **must** be absent due to inclement weather or other emergencies must contact the instructor prior to the start of the class to be considered for an excused absence and make up work may be assigned.
• Inclement Weather Policy
  o 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.
  o If classes are not cancelled, but an individual student concludes that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

**Required Readings**
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 completed in Microsoft Word; no pdf documents will be accepted. Please follow the guidelines below:
• Use one-inch margins
• Use Times New Roman 1 2-point font
• Double-spaced and each new paragraph indented ½ inch
• Use page numbers for all assignments
• Spell and grammar checked (Use the Writing Center as needed)
• 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

**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 instructor, who will give your concerns fair and careful attention.

**Students with Disabilities**
The instructor supports students’ needs to request academic accommodations due to disabilities. Please advise me if you have such a need early in the term so the class can work as well as possible for you. If you have a McBurney Visa, please provide it to me as additional guidance for arranging the accommodations you may need for this class.

**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.

**Code of Ethics, Professional Conduct & Plagiarism:**
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, 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 and in the preparation of course assignments.

**Plagiarism**
The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, _intentionally or not_, will be disciplined according to University and School policies.

**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 in class activities._

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.
### 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>
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</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, 3, 5, 6, 7, 8, 10, 11, and 13</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, 3, 5, 6, 7, 8, 10, 11, and 13</td>
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<td></td>
<td>Guest Speakers related to dimensions of diversity and difference in practice. (K, V, C&amp;AP)</td>
<td>Weeks 5, 7, 11, and 13</td>
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<td></td>
<td>Assignment: Case Study Paper (K, S, C&amp;AP)</td>
<td>Syllabus p.7</td>
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<td></td>
<td>Assignment: Self- Reflection Paper (K, V, S, C&amp;AP)</td>
<td>Syllabus p.8</td>
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<td></td>
<td>Midterm Exam (K, V, C&amp;AP)</td>
<td>Week 9 Syllabus p.7</td>
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<td></td>
<td>Final Exam (K, V, C&amp;AP)</td>
<td>Week 14 Syllabus p.7</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 2, 3, 4, 5, 6, 10, and 13</td>
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<td></td>
<td>Videos &amp; in class activities discussion related to the advancement of human rights and social, economic, and environmental justice. (K, V, S, C&amp;AP)</td>
<td>Weeks 2, 3, 4, 5, 6, 10, and 13</td>
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<tr>
<td></td>
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<td><strong>2.1.6: Engage with Individuals, Families, Groups</strong>&lt;br&gt;<strong>2.1.6. Engage with Organizations, and Communities</strong>&lt;br&gt;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.</td>
<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)&lt;br&gt;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)&lt;br&gt;Guest Speakers related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to engagement. (K)&lt;br&gt;Assignment: Case Study Paper (K)&lt;br&gt;Midterm Exam (K)&lt;br&gt;Final Exam (K)</td>
<td>Weeks 1, 3, 4, 5, 6, 7, 8, 10, 11, and 13&lt;br&gt;Weeks 1, 2, 3, 4, 6, 8, and 10&lt;br&gt;Weeks 5, 7, 11, and 13&lt;br&gt;Syllabus p.7&lt;br&gt;Week 9&lt;br&gt;Syllabus p.7&lt;br&gt;Week 14&lt;br&gt;Syllabus p.7</td>
</tr>
<tr>
<td><strong>2.1.7: Assess Individuals</strong>&lt;br&gt;<strong>2.1.7. Assess Families, Groups</strong>&lt;br&gt;<strong>2.1.7. Assess Organizations, and Communities</strong>&lt;br&gt;Social workers understand that assessment 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 understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</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)&lt;br&gt;Videos &amp; in class activities discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to assessment. (K)&lt;br&gt;Guest Speakers related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to assessment. (K)&lt;br&gt;Assignment: Case Study Paper (K)&lt;br&gt;Midterm Exam (K)</td>
<td>Weeks 1, 3, 4, 5, 6, 7, 8, 10, 11, and 13&lt;br&gt;Weeks 1, 2, 3, 4, 6, 8, and 10&lt;br&gt;Weeks 5, 7, 11, and 13&lt;br&gt;Syllabus p.7&lt;br&gt;Week 9&lt;br&gt;Syllabus p.7</td>
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<td>---------------------------------------------------------------------</td>
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<tr>
<td><strong>2.1.8: Intervene with Individuals, Families, Groups</strong></td>
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<tr>
<td><strong>2.1.8. Intervene with Organizations and Communities</strong></td>
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<tr>
<td>Social workers understand that intervention 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 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 understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</td>
<td>Lectures, readings, discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to intervention. (K)</td>
<td>Weeks 1, 3, 4, 5, 6, 7, 8, 10, 11, and 13</td>
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<td></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 intervention. (K)</td>
<td>Weeks 1, 2, 3, 4, 6, 8, and 10</td>
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<td>Guest Speakers related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to intervention. (K)</td>
<td>Weeks 5, 7, 11, and 13</td>
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<td></td>
<td>Assignment: Case Study Paper (K)</td>
<td>Syllabus p.7</td>
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<td></td>
<td>Midterm Exam (K)</td>
<td>Week 9 Syllabus p.7</td>
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<td></td>
<td>Final Exam (K)</td>
<td>Week 14 Syllabus p.7</td>
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<tr>
<td><strong>2.1.9: Evaluate Practice with Individuals, Families, Groups</strong></td>
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<tr>
<td><strong>2.1.9. Evaluate Practice with Organizations, and Communities</strong></td>
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<tr>
<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>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, 3, 4, 5, 6, 7, 8, 10, 11, and 13</td>
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<td></td>
<td>Videos &amp; in class activities 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, 6, 8, and 10</td>
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<td>Guest Speakers related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to evaluation. (K)</td>
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<td>Assignment: Case Study Paper (K)</td>
<td>Syllabus p.7</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>Final Exam (K)</td>
<td>Week 14 Syllabus p.7</td>
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</tbody>
</table>

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes
Appendix B
Case Study Paper Grading Rubric

Critical evaluation of the material, specifically Systems Theory (4 points) ____

Depth of writing (4 points) ____

Use of correct grammar and spelling (3 points) ____

Assessment of family needs (6 points) ____

Resources (3 points) ____

If applicable, minus 1 point for failing to adhere to Writing Assignment Policy ____

Total Points Possible 20

Total Points Awarded ____
Appendix C

Self-Reflection Paper Grading Rubric

Values and beliefs you hold (3 points)  

Impact of values and beliefs (3 points)  

Resulting ethical dilemmas: (3 points)  

Depth of reflection (4 points)  

Critical approach to reflection (4 points)  

Use of grammar and spelling (3 points)  

If applicable, minus 1 point for failing to adhere to Writing Assignment Policy  

Total Points Possible  20  

Total Points Awarded  

16