

**School of Social Work
University of Wisconsin-Madison
1350 University Ave.
Madison WI 53706**

**SW 711: Human Behavior and the Environment (Section 001)
Fall 2018**

Instructor: Jooyoung Kong (Assistant Professor) **Office:** School of Social Work, Room 304
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Class Time: Tuesdays 1:20 – 3:15 pm **Class Location:** Engineering Hall 2305
Credits: 2 **Instructional Mode:** All Face-to-Face

Canvas Course URL: <https://canvas.wisc.edu/courses/124149>

I. Course Description

The literature on human behavior and the environment is reviewed from a bio-psychosocial perspective. Special attention is given to understanding individual and family behavior and development as a function of reciprocal interactions with groups, communities, organizations, and society.

Attributes and Designations: This course counts toward the 50% graduate coursework requirement.

Requisites: Graduate or professional standing

How Credit Hours are Met: This class meets for one two-hour class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for approximately four hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

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. Learning Outcomes: Competency Descriptions and Dimensions

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, assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

Week 1: September 11, 2018

Topics: Introduction and course overview

- Course content, assignments, and policies
- Nature and nurture interaction

Required Readings:

- No readings required
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Week 2: September 18, 2018

Topics: Life-course perspective, ecological systems perspective

In-Class Activities:

- Discussion: Life course perspective and drug use (Hser et al., 2007)
- Discussion: Micro, meso, and macro environments

Required Readings:

- Hutchison: Chapter 1, pages 2-38
 - Hser, Y., Longshore, D., & Anglin, M. D. (2007). The life course perspective on drug use: A conceptual framework for understanding drug use trajectories. *Evaluation Review*, 31, 515-547. doi:10.1177/0193841X07307316
 - Algood, C. L., Hong, J. S., Gourdine, R. M., & Williams, A. B. (2011). Maltreatment of children with developmental disabilities: An ecological systems analysis. *Children and Youth Services Review*, 33, 1142-1148. doi:10.1016/j.chilyouth.2011.02.003
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Week 3: September 25, 2018

Topics: Family systems theory, social work practice with communities and organizations

In-Class Activities:

- Case study: “Intergenerational Stresses in the McKinley Family”
- Discussion: The Adverse Childhood Experiences Study

Required Readings:

- Ohye, B. Y., Brendel, R. W., Fredman, S. J., Bui, E., Rauch, P. K., Allard, M. D., ... Simon, N. M. (2015). Three-generation model: A family systems framework for the assessment and treatment of veterans with posttraumatic stress disorder and related conditions. *Professional Psychology: Research and Practice*, 46, 97-106. doi:10.1037/a0037735
- Ungar, M., Manuel, S., Mealey, S., Thomas, G., & Campbell, C. (2004). A study of community guides: Lessons for professionals practicing with and in communities. *Social Work*, 49, 550-561. doi:10.1093/sw/49.4.550
- Glisson, C., Dukes, D., & Green, P. (2006). The effects of the ARC organizational intervention on caseworker turnover, climate, and culture in children’s service systems. *Child Abuse and Neglect*, 30, 855-880. doi:10.1016/j.chiabu.2005.12.010

Week 4: October 2, 2018

Topics: Conception, pregnancy, childbirth

In-Class Activities:

- Discussion: Childbearing in different cultures
- Video: Racial disparities in birth outcomes

Required Readings:

- Hutchison: Chapter 2, pages 42-54, 70-90
- Larson, C. (2007). Poverty during pregnancy: Its effects on child health outcomes. *Pediatric and Child Health, 12*, 673-677. doi:10.1093/pch/12.8.673
- Dobbs, D. (2009). The science of success. *The Atlantic Monthly*.

Week 5: October 9, 2018

Topics: Infancy and toddlerhood, attachment theory

In-Class Activities:

- Video: “The Science of Neglect” (Center for the Developing Child: Harvard University) available at: <http://developingchild.harvard.edu/resources/inbrief-the-science-of-neglect-video/>

Required Readings:

- Hutchison: Chapter 3, pages 94-132
- Mathews, A. A., Joyner, B. L., Oden, R. P., Alamo, I., & Moon, R. Y. (2015). Comparison of infant sleep practices in African-American and US Hispanic families: Implications for sleep-related infant death. *Journal of Immigrant and Minority Health, 17*, 834-842. doi:10.1007/s10903-014-0016-9

Week 6: October 16, 2018

Topics: Early and middle childhood

In-Class Activities:

- Videos: “The Healthy Child: Assembly Required” (Kathleen Gallagher) available at <https://www.youtube.com/watch?v=fXf3CCyhLQU>, and “How Childhood Trauma Affects Health across a Lifetime” (Nadine Burke Harris) available at <https://www.tedmed.com/talks/show?id=293066>

Required Readings:

- Hutchison: Chapter 4, pages 136-160 & 164-174
- Hutchison: Chapter 5, pages 178-217
- Kahn, J. (2014). Early childhood education and care as a social work issue. *Child and Adolescent Social Work Journal, 31*, 419–433. doi:10.1007/s10560-014-0332-x
- Greenberg, J. P. (2014). Significance of after-school programming for immigrant children during middle childhood: Opportunities for school social work. *Social work, 59*, 243-251. doi:10.1093/sw/swu022

Week 7: October 23, 2018

Topics: Adolescence

In-Class Activities:

- Video: “Inside the Teenage Brain” (Frontline) available at:
<http://www.pbs.org/wgbh/frontline/film/inside-the-teenage-brain>

Required Readings:

- Hutchison: Chapter 6, pages 222-229, 235-241, & 251-266
- Bay-Cheng, L. Y., Lewis, A. E., Stewart, A. J., & Malley, J. E. (2006). Disciplining “girl talk”: The paradox of empowerment in a feminist mentorship program. *Journal of Human Behavior in the Social Environment*, 13, 73-92. doi:10.1300/J137v13n02_05
- Morrow, D. (2004). Social work practice with gay, lesbian, bisexual and transgender adolescents. *Families in Society*, 85, 91-100. doi: 10.1016/j.dcn.2017.07.007

Week 8: October 30, 2018

MIDTERM EXAM

Week 9: November 6, 2018

Topics: Young adulthood

In-Class Activities:

- Discussion: Theoretical frameworks for understanding young adult development, including Erikson, Levinson, and Arnett
- Video: Involved parenthood and its structural barriers

Required Readings:

- Hutchison: Chapter 7, pages 290-308
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *The American Psychologist*, 55, 469-480. doi:10.1037/0003-066X.55.5.469
- Rosenzweig, J. M., Brennan, E. & Ogilvie, A. M. (2002). Work-family fit: Voices of parents of children with emotional and behavioral disorders. *Social Work*, 47, 415-424. doi:10.1093/sw/47.4.415

Week 10: November 13, 2018

Topics: Middle adulthood

In-Class Activities:

- Jung’s and Levinson’s theories of finding balance in life
- Discussion: The Sandwich Generation

Required Readings:

- Hutchison: Chapter 8, pages 312-320, & 355-356
- Saucier, M. G. (2004). Midlife and beyond: issues for aging women. *Journal of Counseling & Development*, 82, 420-425. doi:10.1002/j.1556-6678.2004.tb00329.x
- Igarashi, H., Hooker, K., Coehlo, D. P., & Manoogian, M. M. (2013). “My nest is full:” Intergenerational relationships at midlife. *Journal of Aging Studies*, 27, 102-112. doi:10.1016/j.jaging.2012.12.004

Week 11: November 20, 2018

SELF-REFLECTION PAPER DUE

THANKSGIVING BREAK – NO CLASS

Week 12: November 27, 2018

Topics: Late adulthood

In-Class Activities:

- Discussion: Grandparenthood
- Video: The fight against Alzheimer's and dementia

Required Readings:

- Hutchison: Chapter 9, pages 360-375 & 392-411
- Tang, F., Choi, E., & Goode, R. (2013). Older Americans employment and retirement. *Ageing International*, 38, 82-94. doi:10.1007/s12126-012-9162-3
- Fredriksen, K. I., Emler, C. A., Kim, H., Muraco, A., Erosheva, E. A., Goldsen, J., & Hoy-Ellis, C. (2012). The physical and mental health of lesbian, gay male, and bisexual (LGB) older adults: The role of key health indicators and risk and protective factors. *The Gerontologist*, 53, 664-675. doi:10.1093/geront/gns123

Week 13: December 4, 2018

Topics: Very late adulthood, death and dying

In-Class Activities:

Guest Speaker: Professor Tracy Schroepfer

Required Readings:

- Hutchison: Chapter 10: pages 414-430
- Schroepfer, T., Noh, H., & Kavanaugh, M. (2009). The myriad strategies for seeking control in the dying process. *The Gerontologist*, 49, 755-766. doi:10.1093/geront/gnp060
- Schroepfer, T. A. (2006). Mind frames towards dying and factors motivating their adoption of terminally ill elders. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, 61, S129-S139. doi:10.1093/geronb/61.3.S129

Week 14: December 11, 2018

FINAL EXAM

V. Texts and Reading Materials for the Course

Required Texts:

The following required textbook is available online, in the University Bookstore or on reserve in the Social Work Library

- Hutchison, E. (2015). *Dimensions of human behavior: The changing life course* (5th ed.). CA: Sage Publications, Inc.
- Articles will be available through CANVAS.

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.

VI. Evaluation: Assignments, Grading and Methods

Assignment Due Dates and Points

Assignment	Due Dates	Points
Attendance & Participation	-	10
Midterm Exam	October 30, 2018	30
Self- Reflection Paper	November 20, 2018	30
Final Exam	December 11, 2018	30
Total		100

1. **Attendance & Class Participation** (10 points)

In order for you and your fellow classmates to benefit from this course, you are expected to attend all scheduled classes and to arrive on time. Attendance will be taken at each class. If you are unable to attend class, please email me prior to the beginning of class so that you can receive an excused absence. You may receive no more than one excused absence this semester. Two points will be deducted from your grade for each unexcused absence incurred.

2. **Exams** (Midterm: October 30, 2018 and Final: December 11, 2018; 30 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. 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

3. **Self-Reflection Paper** (November 20, 2018; 30 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 20th. A grading rubric for this assignment is provided in Appendix B.

Grading Scale & Standards

A	94-100	outstanding; surpasses expectations in all areas
AB	88-93	surpasses expectations in many areas
B	81-87	meets expectations in all areas
BC	76-81	meets expectations in some areas; below in others
C	70-75	below expectations in most areas, not acceptable graduate work
D	64-69	below expectations in all areas
F	<64	fails to meet minimal expectations in all areas, not acceptable work

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.

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 safe 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 12-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
- Use APA style when citing and referencing

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 related experience outside of the classroom

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

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. 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

Competency and Description	Course Content relevant to Dimensions that Comprise the Competency*	Week Dimensions Covered
<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</p> <p>They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p> <p>Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lecture, readings, video, small and large group discussion related to (K, V, C & AP):</p> <ul style="list-style-type: none"> ▪ Maltreatment of children with developmental disabilities ▪ Discussion: Racial disparities in birth outcomes ▪ Comparison of infant sleep practices in African-American and US Hispanic families ▪ After-school programming for immigrant children ▪ Social work practice with gay, lesbian, bisexual and transgender adolescents ▪ Video: Involved parenthood and its structural barriers ▪ Lesbian, gay male, and bisexual older adults <p>Assignment: Self- Reflection Paper (K, V, S, C&AP)</p> <p>Midterm Exam (K, V, C&AP) Final Exam (K, V, C&AP)</p>	<p>Week 2</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Week 7</p> <p>Week 9</p> <p>Week 12</p> <p>Page 6-7</p> <p>Page 6 Page 6</p>
<p>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and</p>	<p>Lecture, readings, video, small and large group discussion related to (K, V, C & AP):</p> <ul style="list-style-type: none"> ▪ Discussion: The Adverse Childhood Experiences Study ▪ Poverty during pregnancy and its effects on child health outcomes ▪ Video: “The Healthy Child: Assembly Required” ▪ After-school programming for immigrant children ▪ Empowerment ▪ Video: Involved parenthood and its structural barriers ▪ Lesbian, gay male, and bisexual older adults 	<p>Week 3</p> <p>Week 4</p> <p>Week 6</p> <p>Week 6</p> <p>Week 7 Week 9</p> <p>Week 12</p>

<p>that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<ul style="list-style-type: none"> ▪ Seeking control in the dying process <p>Midterm Exam (K, V, C&AP) Final Exam (K, V, C&AP)</p>	<p>Week 13</p> <p>Page 6 Page 6</p>
<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities 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 interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>Lecture, readings, video, small and large group discussion related to (K):</p> <ul style="list-style-type: none"> ▪ Discussion: Life course perspective and drug use (Hser et al., 2007) ▪ Case study: “Intergenerational Stresses in the McKinley Family” ▪ Defining and engaging with family, community, and organizations ▪ Video: “The Science of Neglect” ▪ Video: “How Childhood Trauma Affects Health across a Lifetime” ▪ Discussion: The Sandwich Generation ▪ Mind frames towards dying <p>Midterm Exam (K) Final Exam (K)</p>	<p>Week 2</p> <p>Week 3</p> <p>Week 3</p> <p>Week 5 Week 6</p> <p>Week 10</p> <p>Week 13</p> <p>Page 6 Page 6</p>
<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities 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</p>	<p>Lecture, readings, video, small and large group discussion related to (K):</p> <ul style="list-style-type: none"> ▪ Nature and nurture interaction ▪ Discussion: Micro, meso, and macro environments ▪ Discussion: The Adverse Childhood Experiences Study ▪ Video: “Inside the Teenage Brain” ▪ The Sandwich Generation ▪ Assessing using theoretical frameworks: <ul style="list-style-type: none"> ○ Life-course, ecological systems perspectives ○ Family systems theory ○ Young adult development, including Erikson, Levinson, and Arnett 	<p>Week 1 Week 2</p> <p>Week 3</p> <p>Week 7</p> <p>Week 10</p> <p>Week 2</p> <p>Week 3 Week 10</p>

<p>experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Midterm Exam (K) Final Exam (K)</p>	<p>Page 6 Page 6</p>
<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities 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 interorganizational collaboration.</p>	<p>Lecture, readings, video, small and large group discussion related to (K):</p> <ul style="list-style-type: none"> ▪ Discussion: Micro, meso, and macro environments ▪ Discussion: The Adverse Childhood Experiences Study ▪ Guest speaker: Seeking control in the dying process, mind frames towards dying ▪ Interventions using theoretical frameworks: <ul style="list-style-type: none"> ○ Ecological systems perspectives ○ Family systems theory ○ Attachment theory ○ Jung’s and Levinson’s theories of finding balance in life <p>Midterm Exam (K) Final Exam (K)</p>	<p>Week 2 Week 3 Week 13 Week 2 Week 3 Week 5 Week 10 Page 6 Page 6</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities 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.</p>	<p>Lecture, readings, video, small and large group discussion related to (K):</p> <ul style="list-style-type: none"> ▪ Evaluating communities and organizations ▪ Evaluation using theoretical frameworks <ul style="list-style-type: none"> ○ Ecological systems perspectives ○ Family systems theory ○ Jung’s and Levinson’s theories of finding balance in life <p>Midterm Exam (K) Final Exam (K)</p>	<p>Week 3 Week 2 Week 3 Week 10 Page 6 Page 6</p>

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes

Appendix B

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 _____