

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

**SW 711: Human Behavior and the Environment (Section 010)  
Spring 2019**

**Instructor:** Jooyoung Kong (Assistant Professor)      **Office:** School of Social Work, Room 304  
**Office Hours:** By Appointment      **Phone:** 608-265-5913  
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**Class Time:** Saturdays, 9 am – 1 pm      **Class Location:** Medical Sciences Building  
**Credits:** 2      (MSC) 5235  
**Instructional Mode:** All Face-to-Face

**Canvas Course URL:** <https://canvas.wisc.edu/courses/140099>

## **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

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##### **Week 1: January 26, 2019**

Topics: Introductions, course overview, life-course perspective, ecological systems perspective

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

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 1-33
- 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

Suggested Readings:

- 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.childyouth.2011.02.003
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##### **Week 2: February 2, 2019**

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

In-Class Activities:

- Video & Group Discussion:
  - “Neighborhood effects and the contemporary city” (Robert J. Sampson) available at: <https://www.youtube.com/watch?v=rnKLIVyF0zc>
  - “The transformative power of community organizing” (KFTC) available at: <https://www.youtube.com/watch?v=cocYFk3RIIw>
- Discussion: Can Block Clubs Block Despair?

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
- Press, E. (2007). Can block clubs block despair? *The American Prospect*. Retrieved from <http://prospect.org/article/can-block-clubs-block-despair>
- 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

### Suggested Readings:

- 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
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### **Week 3: February 9, 2019**

Topics: Conception, pregnancy, childbirth, infancy and toddlerhood, **Self-Reflection Paper Due**

### In-Class Activities:

- Discussion: Childbearing in different cultures
- Discussion: Racial disparities in birth outcomes
- Video & Group Discussion:
  - “Racial/ethnic disparities in birth outcomes: A life course perspective” (Michael C. Lu) available at <https://www.youtube.com/watch?v=k8fuzh4d544&t=48s>
  - “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 2, pages 34-73
- Hutchison: Chapter 3, pages 74-114
- 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

### Suggested Readings:

- 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*.
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### **Week 4: February 14, 2019**

Topics: Early and middle childhood

### In-Class Activities:

- Video & Group Discussion:
  - “What is the most important influence on child development?” (Tom Weisner) available at <https://www.youtube.com/watch?v=gIZ8PkLMMUo>
  - “How childhood trauma affects health across a lifetime” (Nadine Burke Harris) available at <https://www.tedmed.com/talks/show?id=293066>
- Discussion: The Adverse Childhood Experience Study

### Required Readings:

- Hutchison: Chapter 4, pages 115-152
- Hutchison: Chapter 5, pages 153-188
- 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

Suggested Readings:

- 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
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**Week 5: February 23, 2019**

Topics: Adolescence, In-Class Midterm Exam

In-Class Activities:

- Video & Group Discussion:
  - “Inside the teenage brain” (Frontline) available at:  
<http://www.pbs.org/wgbh/frontline/film/inside-the-teenage-brain>
  - “Insight into the teenage brain” (Adriana Galván) available at  
<https://www.youtube.com/watch?v=LWUkW4s3XxY>
- Discussion: Marcia’s Identity Status

Required Readings:

- Hutchison: Chapter 6, pages 189-230
- 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

Suggested Readings:

- 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
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**Week 6: March 2, 2019**

Topics: Young and middle adulthood

In-Class Activities:

- Discussion: Theoretical frameworks for understanding young adult development, including Erikson, Levinson, and Arnett; Jung’s and Levinson’s theories of finding balance in middle adulthood
- Discussion: Family caregiving in the US

Required Readings:

- Hutchison: Chapter 7, pages 231-268
- Hutchison: Chapter 8, pages 269-311
- 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
- Kong, J. (2018). Effect of caring for an abusive parent on mental health: The mediating role of self-esteem. *The Gerontologist*, 58, 456-466. doi:10.1093/geront/gnx053

Suggested Readings:

- 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
- 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

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**Week 7: March 9, 2019**

Topics: Late adulthood and very late adulthood, **In-Class Final Exam**

In-Class Activities:

- Discussion: Work and retirement in late adulthood

Required Readings:

- Hutchison: Chapter 9, pages 312-356
- Hutchison: Chapter 10: pages 357-384
- Tang, F., Choi, E., & Goode, R. (2013). Older Americans employment and retirement. *Ageing International*, 38, 82-94. doi:10.1007/s12126-012-9162-3
- 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

Suggested Readings:

- 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

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**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. (2018). *Dimensions of human behavior: The changing life course* (6th 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

<b>Assignment</b>	<b>Due Dates</b>	<b>Points</b>
Attendance	-	10
Self- Reflection Paper	February 9, 2019	30
Midterm Exam	February 23, 2019	30
Final Exam	March 9, 2019	30
<b>Total</b>		100

1. **Attendance** (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. Please see Attendance Policy below.

2. **Self-Reflection Paper** (February 9, 2019; 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 February 9th. A grading rubric for this assignment is provided in Appendix B.

3. **Exams** (Midterm: February 23, 2019 and Final: March 9, 2019; 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

**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**

### Attendance 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 classes and to arrive on time. It is your responsibility to notify the instructor and give reason for any absence before the class missed.

### **Absence**

- Attendance will be taken at each class and students' level of participation noted.
- Excused and unexcused absences:
  - The first unexcused absence will result in a student's grade being dropped one half letter grade (for example, from an A to an AB).
  - The second unexcused absence 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 as well as to determine appropriate follow up plans.
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. Students in SW711 will be required to complete a 4-page reaction paper on the missed week's readings. The details of this assignment are on the *CANVAS* course webpage.
- Students are responsible for completing any class requirements for the day missed, and for obtaining 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 should contact the instructor prior to the start of class to be considered for an excused absence.

### **Inclement Weather Policy**

- 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.
- If classes are cancelled due to inclement weather, students should check their email for instructions for how to engage in class material for that day.
- If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work will be assigned.

### 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.

### Code of Ethics, Student Rights and Responsibilities & Plagiarism

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student's Rights and Responsibilities, 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, in the field and in the preparation of course assignments.

### 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>

#### Student Wellness

As a student you may experience a range of issues that can prove to be barriers to learning. These issues may include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. **University Health Services (UHS)** can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608-265-5600) or visiting [www.uhs.wisc.edu](http://www.uhs.wisc.edu). Help is always available.

Other student support services and programs include:

- Multicultural Student Center <https://msc.wisc.edu/>
- Gender and Sexuality Campus Center <https://lgbt.wisc.edu/>
- Dean of Students Office <https://www.students.wisc.edu/doso/>

Below are resources for reporting and responding to incidences of bias and hate on campus.

- <https://students.wisc.edu/doso/services/bias-reporting-process>
- Bias Response and Advocacy Coordinator email: [reportbias@wisc.edu](mailto:reportbias@wisc.edu)
- UW-Madison Police Department: [uwpd.wisc.edu](http://uwpd.wisc.edu)
- Office of Equity and Diversity: [www.oed.wisc.edu/](http://www.oed.wisc.edu/)

You may also report incidents in-person to the Dean of Students Office, 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

#### 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><b>2.1.2 Engage Diversity and Difference in Practice</b></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 &amp; AP):</p> <ul style="list-style-type: none"> <li>▪ Maltreatment of children with developmental disabilities</li> <li>▪ Discussion: Racial disparities in birth outcomes</li> <li>▪ Comparison of infant sleep practices in African-American and US Hispanic families</li> <li>▪ After-school programming for immigrant children</li> <li>▪ Social work practice with gay, lesbian, bisexual and transgender adolescents</li> <li>▪ Lesbian, gay male, and bisexual older adults</li> </ul> <p>Assignment: Self- Reflection Paper (K, V, S, C&amp;AP)</p> <p>Midterm Exam (K, V, C&amp;AP) Final Exam (K, V, C&amp;AP)</p>	<p>Week 1</p> <p>Week 3</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 7</p> <p>Page 6</p> <p>Page 6 Page 6</p>
<p><b>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice</b></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 &amp; AP):</p> <ul style="list-style-type: none"> <li>▪ Video &amp; Group Discussion: Neighborhood effects &amp; the contemporary city</li> <li>▪ Poverty during pregnancy and its effects on child health outcomes</li> <li>▪ Discussion: The Adverse Childhood Experiences Study</li> <li>▪ After-school programming for immigrant children</li> <li>▪ Lesbian, gay male, and bisexual older adults</li> <li>▪ Seeking control in the dying process</li> </ul>	<p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 4</p> <p>Week 4</p> <p>Week 7</p> <p>Week 7</p>

<p>that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>Midterm Exam (K, V, C&amp;AP) Final Exam (K, V, C&amp;AP)</p>	<p>Page 6 Page 6</p>
<p><b>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</b> 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"> <li>▪ Discussion: Life course perspective and drug use (Hser et al., 2007)</li> <li>▪ Video &amp; Group Discussion: Transformative power of community organizing</li> <li>▪ Defining and engaging with family, community, and organizations</li> <li>▪ Video &amp; Group Discussion: “The science of neglect”</li> <li>▪ Video &amp; Group Discussion: “How childhood trauma affects health across a lifetime”</li> <li>▪ Discussion: Family caregiving in the US</li> <li>▪ Mind frames towards dying</li> </ul> <p>Midterm Exam (K) Final Exam (K)</p>	<p>Week 1  Week 2  Week 2  Week 3  Week 4  Week 6  Week 7  Page 6 Page 6</p>
<p><b>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</b> 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.</p>	<p>Lecture, readings, video, small and large group discussion related to (K):</p> <ul style="list-style-type: none"> <li>▪ Nature and nurture interaction</li> <li>▪ Discussion: Micro, meso, and macro environments</li> <li>▪ Discussion: The Adverse Childhood Experiences Study</li> <li>▪ Video &amp; Group Discussion: “Inside the teenage brain”</li> <li>▪ Family caregiving in the US</li> <li>▪ Assessing using theoretical frameworks: <ul style="list-style-type: none"> <li>○ Life-course, ecological systems perspectives</li> <li>○ Family systems theory</li> <li>○ Young adult development, including Erikson, Levinson, and Arnett</li> </ul> </li> </ul> <p>Midterm Exam (K) Final Exam (K)</p>	<p>Week 1 Week 1  Week 4  Week 5  Week 6  Week 1  Week 2 Week 6  Page 6 Page 6</p>

<p><b>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</b>  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"> <li>▪ Discussion: Micro, meso, and macro environments</li> <li>▪ Discussion: The Adverse Childhood Experiences Study</li> <li>▪ Seeking control in the dying process, mind frames towards dying</li> <li>▪ Interventions using theoretical frameworks: <ul style="list-style-type: none"> <li>○ Ecological systems perspectives</li> <li>○ Family systems theory</li> <li>○ Jung’s and Levinson’s theories of finding balance in life</li> </ul> </li> </ul> <p>Midterm Exam (K)  Final Exam (K)</p>	<p>Week 1  Week 4  Week 7  Week 1  Week 2  Week 6  Page 6  Page 6</p>
<p><b>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>  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"> <li>▪ Evaluating communities and organizations</li> <li>▪ Evaluation using theoretical frameworks <ul style="list-style-type: none"> <li>○ Ecological systems perspectives</li> <li>○ Family systems theory</li> <li>○ Jung’s and Levinson’s theories of finding balance in life</li> </ul> </li> </ul> <p>Midterm Exam (K)  Final Exam (K)</p>	<p>Week 2  Week 1  Week 2  Week 6  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 (5 points)	_____
Impact of values and beliefs (5 points)	_____
Resulting ethical dilemmas: (5 points)	_____
Depth of reflection (6 points)	_____
Critical approach to reflection (5 points)	_____
Use of grammar and spelling (4 points)	_____
If applicable, minus 1 point for failing to adhere to Writing Assignment Policy	_____
Total Points Possible	30
Total Points Awarded	_____