

**School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
SW 711 Human Behavior in the Social Environment  
Spring 2019**

**Instructor:** Julia Messenger, MSW,  
LICSW- Associate Lecturer  
**Class Time:** Saturdays: 9:00 am-1:00 pm  
from January 26- March 9  
**Instructional Mode:** Face-to-Face

**Location:** HSS 177  
**Office Hours:** By appointment  
**Phone:** 651-269-7310 (Cell)  
**Email address:** [wippler@wisc.edu](mailto:wippler@wisc.edu)  
**Credits:** 2

**Canvas Course URL:** <https://canvas.wisc.edu/courses/87736>

### **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 development and behavior as a function of reciprocal interactions with families, groups, communities, organizations and society.

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

**Requisites:** Graduate or professional standing

**How credit hour is met:** This course meets for 1 four-hour class period each week during the 7 week session and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for approximately 8 hours each week.

### **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

Date	Topics and Assignments
<p><b>Week 1 – January 26</b></p>	<p><b>Introduction to the course</b></p> <ul style="list-style-type: none"> <li>● Introduction of instructor and students</li> <li>● Review of syllabus, writing assignments, and exam</li> <li>● Class expectation</li> </ul> <p><b>Life Course Perspective, Systems Theory &amp; Ecological Perspective</b></p> <ul style="list-style-type: none"> <li>● Life course perspective, Systems Theory, and Ecological Perspective</li> <li>● <i>In Class Videos: <a href="#">Life Course Approach</a> and <a href="#">Moving Beyond Basic Needs to Break the Cycle of Poverty</a></i></li> <li>● Our Youth Our Future and discussion about how the tribal-run substance use treatment program finds the role of cultural beliefs and traditions to be key to healing.</li> </ul> <p><b>Risk, Resilience, Stress, and Adaptation</b></p> <ul style="list-style-type: none"> <li>● ACEs Activity</li> <li>● Risk and Resilience Reading</li> <li>● How Toxic Stress Affects the Developing Brain and discussion of the impact of poverty, oppression, and marginalization on brain function.</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>● Hutchison: Chapter 1, pages 2-38</li> <li>● Algood, C.L., Sun Hong, J., Gourdine, R.M., &amp; Williams, A.B. (2011). Maltreatment of children with developmental disabilities: An ecological systems analysis. <i>Children and Youth Services Review</i>, 33, 1142-1148.</li> <li>● Corcoran, J. &amp; Nichols-Casebolt, (2004). Risk and resilience ecological framework for assessment and goal formulation. <i>Child and Adolescent Social Work Journal</i>, 21, 211-235.</li> <li>● <u>Optional Supplemental Reading:</u> Walsh, Joseph, “The Psychological Person” in E. Hutchinson (2015), Chapter 4</li> </ul> <p><b>In Class Activity:</b></p> <ul style="list-style-type: none"> <li>● Event History Mapping, Eco Maps, Genograms</li> <li>● Identify and discuss possible personal bias and growth in culturally responsive work</li> </ul> <p><b>In Class Podcast:</b> <i>Toxic Stress: Poverty and Health</i>. Available at: <a href="http://www.npr.org/2015/01/09/376182327/toxic-stress-poverty-and-health">http://www.npr.org/2015/01/09/376182327/toxic-stress-poverty-and-health</a></p>

<p><b>Week 2- February 2</b></p>	<p><b>ECO-MAP ASSIGNMENT DUE</b></p> <p><b>Systems Theory- Families, Communities, &amp; Organizations</b></p> <p><b>Families</b></p> <ul style="list-style-type: none"><li>• The Changing American Family and discussion of diversity in how family is defined.</li><li>• Family Systems framework with required readings as examples.</li><li>• Functional Family Assessment</li></ul> <p><b>Communities</b></p> <ul style="list-style-type: none"><li>• Community Organizing</li><li>• Lessons for professionals practicing in the community reading.</li><li>• Community Organizing &amp; Creating Social Change</li><li>• Class discussion of evaluation of supports for individuals. Key stakeholders, funding, involvement, advocacy</li></ul> <p><b>Early On: Conception, Pregnancy and Childbirth</b></p> <ul style="list-style-type: none"><li>• Poverty and its effects on pregnancy</li><li>• Racial Disparities in Birth Outcomes and discussion of this social justice issue.</li></ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"><li>• Hutchison: Chapter 2, pages 42-54, 70-90</li><li>• Ohye et al. (2015). Three-generation model: A family systems framework for the assessment and treatment of veterans with posttraumatic stress disorder and related conditions. <i>Professional Psychology: Research and Practice</i>, 46(2), 97-106.</li><li>• Ungar, M., Manuel, S., Mealey, S., Thomas, G., &amp; Campbell, C. (2004). A study of community guides: Lessons for professionals practicing with and in communities. <i>Social Work</i>, 49(4), 550-561.</li><li>• Dobbs, D. (2009). The science of success. <i>The Atlantic Monthly</i>.</li><li>• UW-Madison partnership works to improve birth outcomes in Wisconsin <a href="http://news.wisc.edu/uw-madison-works-to-improve-birth-outc...">http://news.wisc.edu/uw-madison-works-to-improve-birth-outc...</a></li></ul> <p><b>In-class exercise: Stress Response with young mothers</b></p> <ul style="list-style-type: none"><li>* <a href="#">Pre-natal brain development</a></li><li>* <a href="https://greatergood.berkeley.edu/article/item/mother_nurture">https://greatergood.berkeley.edu/article/item/mother_nurture</a></li></ul> <p><b>In-class videos: Topic - Community</b></p> <ol style="list-style-type: none"><li>1. KFTC: The Transformative Power of community organizing available at: <a href="https://www.youtube.com/watch?v=cocYFk3RIIw">https://www.youtube.com/watch?v=cocYFk3RIIw</a> retrieved on 1/3/17.</li><li>2. Robert J. Sampson: Neighborhood Effects and the Contemporary City available at: <a href="https://www.youtube.com/watch?v=rnKLIvyF0zc">https://www.youtube.com/watch?v=rnKLIvyF0zc</a> retrieved on 1/3/17.</li></ol>
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<p><b>Week 3- February 9</b></p>	<p><b>ECOSYSTEMS PAPER DUE!</b></p> <p><b>Early Childhood</b> Infancy and Toddlerhood</p> <ul style="list-style-type: none"> <li>• Diversity and Difference in Infancy and Toddlerhood</li> <li>• Theories of human behavior and the social environment in Infancy and Toddlerhood</li> <li>• In Class activity: Case managing/prioritizing complex needs of family with children at various developmental stages.</li> </ul> <p><i>Guest Speaker:</i> Megan Lagasse, MSW, LICSW Previous Early Childhood Special Education Social Worker- paired with a PCIT (Parent Child Interactive Therapist)</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Hutchison: Chapter 3, pages 94-132</li> <li>• Garcia Coll, C. and Magnuson, K. (2000). Cultural Differences as Sources of Developmental Vulnerabilities and Resources: A View from Developmental Research. In S. J. Miesels and J. P. Shonkoff (Eds.), <i>Handbook of Early Childhood Intervention</i> (pp. 94-114). NY: Cambridge University Press.</li> <li>• Mathews, Anita A., et al. (2015). Comparison of Infant Sleep Practices in African-American and US Hispanic Families: Implications for Sleep-Related Infant Death. <i>Journal of Immigrant and Minority Health</i> 17.3, 834-42.</li> <li>• Weinraub, M.(2015). Child Care in America: Research and Policy Directions. <i>Social Services Review</i>, 727- 747</li> </ul> <p><b>In-class videos:</b></p> <ol style="list-style-type: none"> <li>1. The Developing Child from the Discovering Psychology Series available at: <a href="http://www.learner.org/series/discoveringpsychology/05/e05expand.htm">http://www.learner.org/series/discoveringpsychology/05/e05expand.htm</a> retrieved on 1/3/17.</li> <li>2. The Science of Neglect (Center for the Developing Child: Harvard University) available at: <a href="http://developingchild.harvard.edu/resources/inbrief-the-science-of-neglect-video/">http://developingchild.harvard.edu/resources/inbrief-the-science-of-neglect-video/</a> retrieved on 1/3/17.</li> <li>3. Using Science to Coach Caregivers (Center for the Developing Child: Harvard University) available at: <a href="http://developingchild.harvard.edu/resources/find-using-science-to-coach-caregivers/">http://developingchild.harvard.edu/resources/find-using-science-to-coach-caregivers/</a> retrieved on 1/3/17.</li> <li>4. <a href="#">Zero to Three Brain Development</a></li> </ol>
<p><b>Week 4- February 16</b></p>	<p><b>Middle Childhood</b></p> <ul style="list-style-type: none"> <li>• Diversity and Difference in Early and Middle Childhood</li> </ul>

	<ul style="list-style-type: none"> <li>• Theories of human behavior and the social environment in Early and Middle Childhood</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Hutchison: Chapter 4, pages 136-160 &amp; 164-174 &amp; Hutchison: Chapter 5, pages 178-217</li> <li>• Kahn, J. (2014). Early Childhood Education and Care as a Social Work Issue. <i>Child and Adolescent Social Work Journal</i>, 31, 419- 433</li> <li>• Greenberg, J. P. (2014). Significance of After-School Programming for Immigrant Children during Middle Childhood: Opportunities for School Social Work. <i>Social work</i>, 59(3), 243-251.</li> <li>• Russell, S. T., Kosciw, J., Horn, S. &amp; Saewyc, E. (2010). Safe Schools Policy for LGBTQ Students. <i>SRCD Social Policy Reports</i>, 24, 4.</li> <li>• Morrow, D. (2004). Social work practice with gay, lesbian, bisexual and transgender adolescents. <i>Families in Society</i>, 85, 91-100.</li> </ul> <p><b>In Class Activity:</b>  <b>Culturally Responsive Work-Deepening Our Practice</b></p> <ul style="list-style-type: none"> <li>• Personal Growth Project-Engage students in deepening their personal journey, identify personal growth goals for cultural competence in current practice or education.</li> </ul> <p><b>Current Events-Changes in the US Government</b></p> <ul style="list-style-type: none"> <li>• Case study analyzing systemic, environmental, and developmental factors in an individual’s life experience. How changes to healthcare, immigration law, and other legal changes may impact individual development.</li> </ul> <p><b>In-class videos:</b></p> <ul style="list-style-type: none"> <li>• Video: <a href="#">The Healthy Child: Assembly Required</a></li> <li>• Video Discussion: Youth and Gender Media Project A Film for and About <i>Gender Non-conforming Youth</i>. <a href="#">Becoming JoAnna</a> <a href="#">Life as a 5 year old transgender child</a></li> <li>• Burke Harris, Nadine (Feb 2015). <i>How Childhood Trauma Affects Health Across a Lifetime</i>, TED Conferences, LLC.</li> </ul>
<p><b>Week 5- February 23</b></p>	<p><b>THEORY AND REFLECTION PAPER DUE</b></p> <p><b>Systems and Groups</b></p> <p><b>Adolescence</b></p> <ul style="list-style-type: none"> <li>• Diversity and Difference in Adolescence</li> <li>• Theories of human behavior and the social environment in Adolescence</li> </ul>

	<ul style="list-style-type: none"> <li>• Small group compare and contrast community support services in Eau Claire WI for various needs in early childhood, elementary aged, adolescent, young adult, and older adult populations</li> <li>• In Class activity: ethical issues in data and confidentiality when working with adolescents disclosing information (suicide risk, sexual identification, pregnancy, etc.)</li> </ul> <p><i>Guest Speakers:</i> School Social Worker Panel</p> <p><b>Emerging Adulthood</b></p> <ul style="list-style-type: none"> <li>• Theories of human behavior and the social environment</li> <li>• Arnett’s Four Profiles</li> <li>• What is it like to be an Emerging Adult</li> <li>• Cultural Difference in Emerging Adulthood</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Hutchison: Chapter 6, pages 222-229, 235-241 &amp; 251-266.</li> <li>• Bay-Cheng et al. (2006). Disciplining “Girl Talk”: The Paradox of Empowerment in a Feminist Mentorship Program. <i>Journal of Human Behavior in the Social Environment</i>, 13, 73-92.</li> <li>• Senior, J. (2013, Jan. 28). Why you truly never leave high school. <i>New York Magazine</i>. Retrieved from nymag.com</li> </ul> <p><b>In-class video:</b> Frontline: Inside the Teenage Brain available at: <a href="http://www.pbs.org/wgbh/frontline/film/inside-the-teenage-brain/">http://www.pbs.org/wgbh/frontline/film/inside-the-teenage-brain/</a> retrieved on 1/3/17.</p> <p><b>In Class Readings/Group Activity:</b></p> <ul style="list-style-type: none"> <li>• Student Voices: Understanding Changes Your Perspective -social dominance to social justice. (Video discussion with HS girls-how issues of race come into their lives and aspects of their school culture.)</li> <li>• Gumpert, J., &amp; Black, P. N. (2006). Ethical issues in group work: What are they? How are they managed? <i>Social Work with Groups</i>, 29(4), 61-74.</li> <li>• Waites, C., Macgowan, M. J., Pennell, J., Carlton-LaNey, I., &amp; Weil, M. (2004). Increasing the cultural responsiveness of family group conferencing. <i>Social Work</i>, 49(2), 291-300.</li> </ul>
<p><b>Week 6- March 2</b></p>	<p><b>Young Adulthood</b></p> <ul style="list-style-type: none"> <li>• Theories of human behavior and the social environment in Young Adulthood</li> <li>• Risk factors for the transition to adulthood and the social justice implications.</li> <li>• ACEs in adulthood</li> <li>• Large group discussion-trauma and ACEs in urban and rural communities. Factors include poverty, LGBTQ, educations, basic needs</li> </ul> <p><b>Middle Adulthood</b></p>

	<ul style="list-style-type: none"><li>• Theories of human behavior and the social environment in Middle Adulthood</li></ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"><li>• Hutchison: Chapter 7, pages 290-308</li><li>• Hutchison: Chapter 8, pages 312-320, &amp; 355-356</li><li>• Biblarz, T. &amp; Savci, E. (2010). Lesbian, gay, bisexual, and transgender families. <i>Journal of Marriage of the Family</i>, 72, 480-497.</li><li>• Rosenzweig, J. M., Brennan, E. &amp; Ogilvie, A. M. (2002). Work-family fit: Voices of parents of children with emotional and behavioral disorders. <i>Social Work</i>, 47, 415-423.</li><li>• Igarashi, H., Hooker, K., Coehlo, D. P., &amp; Manoogian, M. M. (2013). "My nest is full:" Intergenerational relationships at midlife. <i>Journal of Aging Studies</i>, 27: 102-112.</li></ul> <p><i>In Class exercise: Identity groups &amp; self-reflection</i></p> <p><i>In Class Videos:</i> Two Families: <a href="#">Opposite Views of Marriage</a> and discussion about the different views of marriage.</p> <p>Video: <a href="#">Why Men's traditional gender roles are changing</a></p>
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<p><b>Week 7- March 9</b></p>	<p><b>IN-CLASS FINAL EXAM</b></p> <p><b>Late Adulthood</b></p> <ul style="list-style-type: none"> <li>• The Final Stage of Development Dying</li> <li>• Diversity and Difference in Late Adulthood &amp; Dying</li> <li>• Applying and critically evaluating theories of human behavior and the social environment in Late Adulthood</li> </ul> <p><b>In-Class: Course Evaluation</b></p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Hutchison: Chapter 9, pages 360-375 &amp; 392-411.</li> <li>• Hutchison: Chapter 10: pages 414-430.</li> <li>• Wood, A. (2013). A generation skipped: an exploratory study of HIV/AIDS education and prevention services for older adults. <i>Research in the Sociology of Health Care</i>, 31, 217-246.</li> <li>• Tang, F., Choi, E., &amp; Goode, R. (2013). Older Americans employment and retirement. <i>Ageing International</i>, 38 (1), 82-94.</li> <li>• Schroeffer, T., Noh, H., &amp; Kavanaugh, M. (2009). The myriad strategies for seeking control in the dying process. <i>The Gerontologist</i>, 49(6), 755-766.</li> </ul> <p><b>In Class Video:</b> <a href="#"><u>Introduction to Late Adulthood</u></a>  <a href="#"><u>Frontline: Facing Death</u></a>  <a href="#"><u>The Cost of Dying: End of Life Care</u></a></p> <p><b>In Class Podcast:</b> <a href="#"><u>Death and Grief in the Digital Age: Interview with Carla Sofka, Ph.D.</u></a> Available at: <a href="http://socialworkpodcast.blogspot.com/"><u>http://socialworkpodcast.blogspot.com/</u></a></p>

**V. Texts and Reading Materials for the Course**

- The following required textbook is available online, in the University Bookstore or on 2-hour reserve in the Social Work Library:
  - Hutchison, E. (2015). Dimensions of human behavior: The changing life course (5th ed.). CA: Sage Publications, Inc.

Additional required readings and podcasts will be available through the SW711 Canvas Course site.

**Course Web Site:** <https://canvas.wisc.edu/courses/87736>

- 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**

Students are expected to read weekly material ahead of time, come to class with questions and comments, and participate in class discussions. Please see section VII: Attendance Policy for details on how missed classes with affect your grade.

Students will be evaluated on the following assignments:

- |                                 |     |           |
|---------------------------------|-----|-----------|
| 1. Class Participation          | 5%  | 5 points  |
| 2. Eco-map Assignment           | 15% | 15 points |
| 3. Ecosystems Perspective Paper | 25% | 25 points |
| 4. Theory & Reflection Paper    | 25% | 25 points |
| 5. In-class Final Exam          | 30% | 30 points |

There are no extra credit or make-up assignments. Points earned on each assignment and your final grade will be assigned as follows:

Points	Grade	
94-100	A	Outstanding work, surpasses minimum expectations in most areas.
88-93	AB	Surpasses minimum expectations in some areas, but not in others.
82-87	B	Meet minimum expectations.
76-81	BC	Meets minimum expectations in some areas, but is below minimum expectations in others.
70-75	C	Below minimum expectations in most areas, not acceptable graduate-level work
64-69	D	Clearly unacceptable in all areas
<64	F	Insufficient information for grading, multiple unexcused absences, or academic misconduct.

Some comments on grading:

- You may appeal a grade on a particular assignment, but you must do so in writing, support your position with substantive arguments, and do so within one week of when the assignment is returned.
- It is expected that written portions of all assignments to be typed, spell-checked, proofed for grammatical errors, and well-organized. Points will be deducted from your grade for sloppy work. If you need assistance with your writing, the Campus Writing Center is available as a free resource to all students.

**Assignments:**

***1. Class Participation 5 points (5% of final grade)***

Five percent of your final grade will be based on active in-class participation. 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 (see VII of this syllabus for full details on this course’s attendance policy). Arriving late or leaving early will count against your participation grade.

**2. Eco-map Assignment 15 points (15% of final grade)**

**Eco-map Assignment Instructions**

Ecomaps are a helpful visual tool in the social work field. Ecomaps show the relationships between an individual and their surrounding environment. I will discuss the ecomap during week 1 of class so that you have a clear understanding of how this tool is used in practice. Please note- you will need to scan your ecomap into your computer if you drew it by hand, or you may use the instructions to use Microsoft Word to create your ecomap. Your ecomap, paper and cover sheet are to be uploaded to the dropbox by 9am on February 2.

**Eco Map Assignment Rubric**

Assignment completed and turned in on due date.	0 points	
Clarity and neatness of diagram:  Are social and environmental systems identified? Are symbols utilized to show relationships and energy flow? Is there sufficient detail present to assess the social system?	4 points	
Are all questions answered fully? (2.25 points each)	9 points	
Adherence to guidelines including free of significant grammar and spelling distractions	2 points	
Additional Comments:	Possible Total: 15 points	

**3. Ecosystems Perspective Paper (25% of final grade)**

**Ecosystems Perspective Case Study Paper**

**Instructions**

In order to truly understand the use of an ecosystems perspective, it is helpful to apply your knowledge to a case study. Using Bronfenbrenner’s Ecological Model and the information provided in the case study, please answer the following questions. (Case study information and specifics will be provided on Canvas the week prior to due date.)

1. What microsystems do you assess as having a direct influence on Sam?
2. What exosystems do you assess as influencing Sam’s development?
3. With regard to the mesosystem, what are the stressful and/or supportive interactions that are occurring between Sam’s microsystems?
4. With regard to the mesosystem, what are the stressful and/or supportive interactions occurring between Sam’s microsystems and his exosystems?
5. With this assessment in mind, what kinds of resources do you feel are needed for Sam and his mother?

Please note that I did not ask about the macrosystem or the chronosystem; however, you are welcome to add those to your discussion but it is not required of you.

ou are to write a paper (not 5 separate responses to the questions) that is no less than three pages in length and not more than four pages. You will be graded on the depth of your writing, critical thinking employed, grammar and spelling, and how fully each question is answered. Be sure you include an introduction, the body of your paper where you address the questions, and a conclusion. Your paper is due in the dropbox no later than the start of class on February 9th.

Ecosystems Perspective Paper Rubric

Assignment completed and turned in on due date	0 points	
Critical evaluation of material	5 points	
Depth of writing and use of specific examples (Application of various lenses: cultural awareness, trauma, poverty, etc.)	8 points	
Assessment	5 points	
Evidence of credible resources	5 points	
Adherence to guidelines including free of significant grammar and spelling distractions	2 points	
Additional Comments:	Possible Total: 25 points	

**4. Theory and Reflection Paper (25% of final grade)**

**Final Assignment for SW 711  
DUE MARCH 2, 2019 in CANVAS Dropbox at 9AM.**

Human behavior and the Environment is a foundation of Social Work course that provides you with the 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 will write a self-reflection paper that will be worth 25 points. Your paper should include critical thinking of the following:

1. Choose a perspective or theory that we have discussed in class that you find most interesting or that you align with most. Provide examples (citing text, assigned articles,

class content, or other references) to support your stance on the theory. Are there any holes or issues with this theory at any stage in the lifespan?

2. Explain the values and beliefs that you personally hold as a result of your own environment and development.
3. How you feel your own values and beliefs might impact your assessment of others behavior and situations.
4. Ethical dilemmas you might face as a result of the 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 and think critically here.

Your paper should be typed 12-point font, Times New Roman, double spaced 1-inch margins, APA format, no more than 5 pages, no less than 4 pages. The cover page is not counted in the 4 pages. DO provide a cover page with proper APA formatting as well a reference page.

Assignment completed and turned in on due date	0 points
Theory stated with clear rationale for selection and at least 3 criteria listed in support of theory.	5 points
Values and beliefs listed with critical thinking applied- reflection of previous experiences and systems involved in your outcome	5 points
Impact of personal values and beliefs on assessment and social work practice. Incorporating perspective on lenses of difference, empathy, stages of life, and other factors addressed in the class.	5 points
Possible ethical dilemmas that may be faced in future practice. Specific examples listed, demonstration of reflection of previous experiences, future possible interactions (based on known values and personal bias), thoughtful incorporation of experience or lack of experience with certain populations.	5 points
Student displayed clear knowledge of their chosen theory at multiple stages of life- discussing environmental and individual factors in development	3 points
Adherence to guidelines including free of significant grammar and spelling distractions	2 points

/25 points Total

### ***5. In-class Final Exam (30% of final grade)***

On week 7 of class, students will take a closed-book in-class final exam. This exam will cover material presented in the course readings and lectures for weeks 1-6 and readings only for week 7. During week 6 of class, a list of potential topics will be provided to students to assist in preparing for the final exam.

## **VII. Course Policies**

### **Attendance**

Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class and leaving only for scheduled breaks.

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.

### ***Promptness***

Prompt arrival to all courses is required.

- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

### ***Absence***

To ensure a quality educational experience, students must attend and participate in classes.

- Attendance will be taken at each class
- Absences:
  - ~The first absence will result in a student's grade being dropped **one full grade**.
  - ~The second absence will place the student **at risk for failing the course**.
- Additional make-up work appropriate for the content missed will be assigned for absences.
- 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. Exercises in class cannot be made up.
- Students who must be absent due to inclement weather or other emergencies should contact the instructor **prior to the start of class**.

#### ***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 they are cancelled, students are expected to check email to determine how to engage in the course material for that day in lieu of class.

~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 may be assigned.

### ***Breaks***

Class will discuss how breaks will be handled on the first day of class. Should the class collectively agree that the agreed upon break structure is not working, the break schedule can be re-evaluated. Students and instructor are expected to return from breaks on time and be prepared to resume class.

### **Late Assignments**

One point will be subtracted from the student's grade for each day an assignment is late.

### **Disability Accommodations**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable

accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to generate a Faculty Notification Letter utilizing McBurney Connect as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at [mcburney@studentlife.wisc.edu](mailto:mcburney@studentlife.wisc.edu); Phone at 608-263-2741; Text messaging at 608225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is **702 W. Johnson Street #2104, Madison, WI.**

My goal is to facilitate an excellent learning experience for all students in our course. If you require accommodations to obtain equal access to this course, please contact me as soon as possible by phone 651-269-7310 or by email [wippler@wisc.edu](mailto:wippler@wisc.edu). I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

### **Course Expectations**

*Students* are expected to:

- Attend class regularly and actively participate in discussions, classroom activities, and other classroom assignments;
- Come to class prepared for lectures and discussions, having read the assigned readings and thought critically about them,
- Turn off all cell phones and beepers during the class unless needed for employment purposes, and if needed place on vibrate and notify the instructor of the need prior to class start.
- Refrain from using your phone or computer for work unrelated to course material.
- Complete all assignments by due dates.
- Inform the instructor of an impending absence from class.

The *instructor* is expected to:

- Be available to students to answer questions and to hear concerns,
- Begin and end classes on time,
- Create an open and comfortable environment conducive to learning,
- Assure that course competencies are being met,
- Assure that the class is accessible to all students,
- Utilize a combination of lecture, full class and small group discussions, videos, newspaper articles, and other sources as well as scholarly articles and textbooks.

### **Student Behavior Policy**

In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

**Written Assignments**

Written assignments are expected to be handed in on the date due at the beginning of class. No late assignments will be accepted without penalty points.

**Standards of Conduct**

Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Therefore, students are expected to conduct themselves in accordance with the standards of the School, the University, and the National Association of Social Workers (NASW).

The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community. Plagiarism and other forms of cheating will be disciplined according to University procedures.

**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.

## Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<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.</p> <p>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, and discussion related to dimensions of diversity and difference in practice. (K, S, V, C&amp;AP)</p> <p>Videos &amp; in class activities related to dimensions of diversity and difference in practice. (K, V, S, C&amp;AP)</p> <p>Final Exam (K, C&amp;AP)</p> <p>Personal Growth Project (Engage students in deepening their personal journey, identify personal growth goals for cultural competence in current practice or education). (K, V, S, C&amp;AP)</p> <p>Student Voices: Understanding Changes Your Perspective -social dominance to social justice. (Video discussion with HS girls-how issues of race come into their lives and aspects of their school culture.) (K, V, S, C&amp;AP)</p> <p>Ecosystems Assignment (K, V, S, C &amp; AP)</p> <p>Systems Theory Assignment (K, V, S, C &amp; AP)</p> <p>Ecomap Assignment (K, V, S, C &amp; AP)</p> <p>Identity groups &amp; self-reflection Exercise (K, V, S, C &amp; AP)</p>	<p>Weeks 1, 2, 3, 4, 5, 6, 7</p> <p>Weeks 1, 2, 3, 4, 6, 7</p> <p>Week 7</p> <p>Week 4</p> <p>Week 5</p> <p>Page 10</p> <p>Page 11</p> <p>Page 10</p> <p>Week 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</p>	<p>Lecture, readings, and discussion related to the advancement of human rights and social, economic, and environmental justice. (K, S, V, C&amp;AP)</p> <p>Videos &amp; in class activities related to understanding theories of human</p>	<p>Weeks 1, 2, 3, 4, 6, 7</p> <p>Weeks 1, 2, 3, 4, 6, 7</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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 that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>behavior and the social environment and critically evaluating and applying this knowledge to engagement. Ecosystems Assignment (K, V, S, C &amp; AP)</p> <p>Final Exam (K, C&amp;AP)</p> <p>Systems Theory Assignment (K, V, S, C &amp; AP)</p> <p>Ecomap Assignment (K, V, S, C &amp; AP)</p>	<p>Page 10</p> <p>Week 7</p> <p>Page 11</p> <p>Page 10</p>
<p><b>2.1.6: Engage with Individuals, Families, Groups</b> <b>2.1.6. Engage with Organizations, and Communities</b></p> <p>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.</p>	<p>Lectures, readings, discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to engagement. (K)</p> <p>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&amp;S)</p> <p>Ecosystems Assignment (K, V, S, C &amp; AP)</p> <p>Final Exam (K, C&amp;AP)</p> <p>Case study analyzing systemic, environmental, and developmental factors in an individual’s life experience. How changes to healthcare, immigration law, and other legal changes may impact individual development. (K, V, S, C &amp; AP)</p> <p>Systems Theory Assignment (K, V, S, C &amp; AP)</p> <p>Ecomap Assignment (K, V, S, C &amp; AP)</p> <p>Identity groups &amp; self-reflection Exercise (K, V, S, C &amp; AP)</p>	<p>Weeks 1, 2, 3, 4, 5, 6, 7</p> <p>Weeks 1, 2, 3, 4, 5, 6, 7</p> <p>Page 10</p> <p>Week 7</p> <p>Week 4</p> <p>Page 11</p> <p>Page 10</p> <p>Week 6</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p><b>2.1.7: Assess Individuals</b>  <b>2.1.7. Assess Families, Groups</b>  <b>2.1.7. Assess Organizations, and Communities</b></p> <p>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>Lectures, readings, discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to assessment. (K)</p> <p>Videos &amp; in class activities related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to assessment. (K&amp;S)</p> <p>Ecosystems Assignment (K, V, S, C &amp; AP)</p> <p>Final Exam (K, C&amp;AP)</p> <p>*In Class activity: ethical issues in data and confidentiality when working with adolescents disclosing information (suicide risk, sexual identification, pregnancy, etc) (K, V, S, C &amp; AP)</p> <p>In Class activity: Case managing/prioritizing complex needs of family with children at various developmental stages. (K, V, S, C &amp; AP)</p> <p>Theory &amp; Reflection Assignment (K, V, S, C &amp; AP)</p> <p>Ecomap Assignment (K, V, S, C &amp; AP)</p>	<p>Weeks 1, 2, 3, 4, 5, 6, 7</p> <p>Weeks 1, 2, 3, 4, 5, 6, 7</p> <p>Page 10</p> <p>Week 7</p> <p>Week 5</p> <p>Week 3</p> <p>Page 11</p> <p>Page 10</p>
<p><b>2.1.8: Intervene with Individuals, Families, Groups</b>  <b>2.1.8. Intervene with Organizations and Communities</b></p> <p>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,</p>	<p>Lectures, readings, discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to intervention. (K)</p> <p>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)</p>	<p>Weeks 1, 2, 3, 4, 5, 6, 7</p> <p>Weeks 1, 2, 3, 4, 5, 6, 7</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration</p>	<p>Personal bias and growth in culturally responsive work (K, V, S, C &amp; AP)</p> <p>Ecosystems Assignment (K, V, S, C &amp; AP)</p> <p>Large group discussion-trauma and ACEs in urban and rural communities. Factors include poverty, LGBTQ, educations, basic needs. (K, V, S, C &amp; AP)</p> <p>Theory &amp; Reflection Assignment (K, V, S, C &amp; AP)</p> <p>Ecomap Assignment (K, V, S, C &amp; AP)</p> <p>Final Exam (K, C&amp;AP)</p>	<p>Week 1</p> <p>Page 10</p> <p>Week 6</p> <p>Page 11</p> <p>Page 10</p> <p>Week 7</p>
<p><b>2.1.9: Evaluate Practice with Individuals, Families, Groups</b>  <b>2.1.9. Evaluate Practice with Organizations, and Communities</b></p> <p>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</p>	<p>Lectures, readings, discussions related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to evaluation. (K)</p> <p>Videos &amp; in class activities related to understanding theories of human behavior and the social environment and critically evaluating and applying this knowledge to evaluation. (K)</p> <p>Small group compare and contrast community support services in Eau Claire WI for various needs in early childhood, elementary aged, adolescent, young adult, and older adult populations. (K, V, S, C &amp; AP)</p> <p>Ecomap Assignment (K, V, S, C &amp; AP)</p>	<p>Weeks 1, 2, 3, 4, 5, 6, 7</p> <p>Weeks 1, 2, 3, 4, 6, 7</p> <p>Week 5</p> <p>Page 10</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
outcomes and practice effectiveness.	<p>Ecosystems Assignment (K, V, S, C &amp; AP)</p> <p>Theory &amp; Reflection Assignment (K, V, S, C &amp; AP)</p> <p>Class discussion of evaluation of supports for individuals. Key stakeholders, funding, involvement, advocacy. (K, V, S, C &amp; AP)</p> <p>Final Exam (K, C&amp;AP)</p>	<p>Page 10</p> <p>Page 11</p> <p>Week 2</p> <p>Week 7</p>

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