The discussion sections will provide you with the opportunity to more fully explore and discuss topics and issues raised in the weekly lecture. **Discussion sections will begin the second week of classes**

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>Monday</td>
<td>1:20pm-2:10pm</td>
<td>Social Work 106</td>
</tr>
<tr>
<td>302</td>
<td>Monday</td>
<td>2:25pm-3:15pm</td>
<td>Social Work 106</td>
</tr>
<tr>
<td>303</td>
<td>Wednesday</td>
<td>1:20pm-2:10pm</td>
<td>Social Work 114</td>
</tr>
<tr>
<td>304</td>
<td>Wednesday</td>
<td>3:30pm-4:20pm</td>
<td>Social Work 110</td>
</tr>
</tbody>
</table>

I. Catalogue Description

Human Behavior and the Social Environment is a professional foundation course for social work and social welfare majors. This course focuses on the physiological, psychological, and social changes throughout the life cycle, including major crisis and developmental tasks at each point in terms of their implications for social work practice.

Attributes and Designations: (S-I) Counts as Liberal Arts and Sciences credit in L&S

Requisites: Social work/welfare major

How Credit Hours are Met: This class meets for one 115 minute class period of lecture and a 50-minute discussion section each week for the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 6 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. This foundation course aids students’ understanding of human development and behavior, as well as the way in which these complex processes develop out of interactions between individuals and their environments. Students are provided with information on the biological, psychological, sociological, cultural and spiritual developmental tasks across the life span. The major theoretical perspectives used as frameworks for analyzing human behavior and development are discussed and examined within the context of family, group, organizational and community systems. Special attention is given to social work values and ethics, culture/race/ethnicity, poverty, gender roles, sexual orientation, vulnerable populations, and social and economic justice at each developmental stage (infancy, childhood, adolescence, young adulthood, middle-age adulthood and late adulthood). In addition, students are called upon to examine the impact of their own development on the values and beliefs they have regarding others.

III. 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: Tuesday, January 22nd (No discussion sections this week)**
Topics: Overview of course, syllabus & grading
In-class Activities:
- Introductions
- Building Community Guidelines
- Review of Syllabus
- Overview of Discussion Sections
- Introduction to Canvas

Required Reading:
Course Syllabus

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**Week 2: Tuesday, January 29th**
Topics: Life Course Perspective, Systems Theory & Ecological Perspective
In-class Activities:
- Overview of Bio-Psycho-Social-Spiritual-Cultural Approach
- Importance of Human Diversity and Iceberg Concept of Culture
- Discussion: Nature and Nurture Interaction
- Video: The Urgency of Intersectionality

Required Readings:
- Hutchison: Chapter 1, pages 2-31

**Week 3: Tuesday, February 5th**

**Topics:** Risk, Resilience, Stress, and Adaptation  
**In-class Activities:**
- **Discussion:** Risk and Resilience  
- **Video:** How Toxic Stress Affects the Developing Brain and discussion of the impact of poverty, oppression, and marginalization on brain function.

**Required Readings:**

**Week 4: Tuesday, February 12th**

**Topics:** Conception, Pregnancy, Childbirth  
**In-class Activities:**
- Risk and Protective Factors During Pregnancy  
- **Discussion:** How do Factors Such as Poverty and Oppression Impact Pregnancy, Childbirth and Birth Outcomes?  
- **Video:** Racial Disparities in Birth Outcomes

**Required Readings:**
- Hutchison: Chapter 2, pages 35-43, 50-71  

**Week 5: Tuesday, February 19th**

**REFLECTION PAPER #1 DUE**

**Topics:** Infancy & Toddlerhood  
**Guest Speaker:** Alice Egan, MSSW  
- Infancy and Toddlerhood: Social Justice, Diversity and Attachment Perspectives

**Required Readings:**
- Hutchison: Chapter 3, pages 75-113

**Week 6: Tuesday, February 26th**

**Topics:** Early & Middle Childhood  
**In-class Activities:**
- **Reading Application:** Assessing for Risk and Protective Factors  
- **Video:** The Healthy Child: Assembly Required  
- **Discussion:** Early & Middle Childhood through a Social Justice Lens.

**Required Readings:**
- Hutchison: Chapter 4  
- Hutchison: Chapter 5
Week 7: Tuesday, March 5th
Topics: Adolescence
Required Readings:
- Hutchison: Chapter 6, pages 196-209, 213-228

Week 8: Tuesday, March 12th
**MID-TERM EXAMINATION ON WEEKS 2-7**

Week 9: Tuesday, March 19th
Spring Break Recess- No Class & No Discussion Sections

Week 10: Tuesday, March 26th
Topics: Emerging Adulthood
In-class Activities:
- Discussion: What Factors Define Emerging Adulthood?
- Reading Application: Identifying Cultural Differences in this Stage of Development
- Discussion: What Role Does the Media Play on Emerging Adults?
Required Readings:
- Hutchison: Chapter 7, pages 234-244

Week 11: Tuesday, April 2nd
Topics: Families and Communities
In-class Activities:
- Discussion: Defining “Family”
- Video: Wrestling Ghosts
Required Readings:

Week 12: Tuesday, April 9th
Topics: Young Adulthood
In Class Activities:
  - Discussion: Risk factors for the transition to adulthood and the social justice implications.
  - Video: Involved Parenthood and discussion of structural barriers
Required Readings:
  - Hutchison: Chapter 7, pages 254- 266

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**Week 13: Tuesday, April 16**
**REFLECTION PAPER #2 DUE**
Topics: Middle Adulthood
In Class Activities:
  - Video: 85 Years in 40 Seconds (Observing the Physical Changes)
  - Discussion: Grandparenthood
Required Readings:
  - Hutchison: Chapter 8

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**Week 14: Tuesday, April 23rd**
Topics: Middle & Late Adulthood
Guest Speaker: Professor Tracy Schroepfer
Required Readings:
  - Hutchison: Chapter 9

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**Week 15: Tuesday, April 30th**
Topic: Dying: The Final Stage of Development
Guest Speaker: Jaime Goldberg, PhD Candidate
Required Readings:
  - Hutchinson: Chapter 10

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**FINAL EXAMINATION:** Sunday, May 5th 2:45- 4:45pm Location: TBD
V. Texts and Reading Material for the Course
The following required textbook is available online, in the University Bookstore or on reserve in the Social Work Library
- Articles will be available through Canvas: https://canvas.wisc.edu/courses/139999

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Grading Scale & Standards:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas, not acceptable</td>
</tr>
</tbody>
</table>

Assignments

<table>
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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points/Percentages</th>
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<tr>
<td>Reflection Paper #1</td>
<td>February 19\textsuperscript{th} 2019</td>
<td>20</td>
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<tr>
<td>Mid-Term Examination</td>
<td>March 12\textsuperscript{th} 2019</td>
<td>30</td>
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<tr>
<td>Reflection Paper #2</td>
<td>April 16\textsuperscript{th} 2019</td>
<td>20</td>
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<tr>
<td>Final Examination</td>
<td>May 5\textsuperscript{th} 2019</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

1. Attendance & Class Participation Policy
In order for you and your fellow classmates to benefit from this course, attendance is required unless excused by myself or your TA. Attendance will be taken at each lecture and discussion section. If you are unable to attend the lecture, please email me prior to lecture to request an excused absence. You may receive no more than two excused absences from the lectures, after which two points will be deducted from your grade each subsequent absence. If you are unable to attend your discussion section, please email your TA prior to discussion to request an excused absence. You may receive no more than one excused absence for discussion sections after which two points will be deducted from your grade each subsequent absence. Additionally, for any unexcused absence from the lectures or discussion sections, two points will be deducted from your grade.

2. Examinations (60 Points)
Two examinations (30 points each) will be given covering material from the readings, lectures, videos, class discussions and discussion sections. These exams will consist of multiple choice and true-false questions. Please arrive promptly at the appointed exam time.
If you arrive late to the exam and at least one student has already completed it and left the classroom, you may not take your exam and will receive a failing grade.

- The mid-term examination will be held on Week 8, Tuesday, March 12th, and cover the material from Weeks 2-7.
- The final examination, which is not comprehensive, will cover weeks 10-15, and be held on the scheduled final examination date: Sunday, May 5th 2:45-4:45pm Location: TBD

3. Reflection Paper #1 (20 Points): DUE Tuesday, February 19th
   Instructions: Consider an event in the life of your family (this may range from a developmental life event to a crisis or stressful life event, such as the loss of a family member through death). Apply social work theories covered in classes 1-3 to this life event. Specifically:
   1. Briefly describe the event and your family’s response to it.
   2. Identify strengths displayed by your family members during this event.
   3. Identify cultural influences that affected your family’s experience of the event.
   4. Indicate the risk and resiliency factors that either a) affected the likelihood of your family experiencing the event or b) affected your family’s response to the event/the event’s outcome.
   5. Identify relevant systems involved in the event or the response to the event (e.g., extended family, neighbors, religious community, group membership, medical and legal systems, etc.) and consider the ways in which your family may have been empowered by those systems.
   6. Describe the interaction of various systems using concepts from theories, as covered in class weeks 1-3.

This typed paper is to be 3-4 pages in length. Format your paper using one-inch margins, double-spacing, and a Times New Roman 12-point font. Include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date due, and course number and title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar (please utilize the Writing Center as needed). Upload your paper to the Dropbox on CANVAS prior to the class on Tuesday, February 19th. Students should email their paper to the instructor if they have difficulty with Dropbox submission (due date/time remains the same regardless). Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

4. Reflection Paper #2 (20 Points): DUE Tuesday, April 16th
   Instructions: 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 3-4 pages in length. Format your paper using one-inch margins, double-spacing, and a Times New Roman 12-point font. Include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date due, and course number and title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar (please utilize the Writing Center as needed). Upload your paper to the Dropbox on CANVAS prior to the class on Tuesday, April 16th. Students should email their paper to the instructor if they have difficulty with Dropbox submission (due date/time remains the same regardless). Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

VII. Course Policies

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

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

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

Reading Assignments
You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Guidelines Policy
All written assignments are to be completed in Microsoft Word; no pdf documents will be accepted. Please follow the guidelines below:
Papers Must:
- Use one-inch margins
- Use Times New Roman 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

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

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

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

Late Assignment Policy
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

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

Students with Disabilities
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 provide the instructor with a copy of their Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at https://mcburney.wisc.edu/; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St #2104, Madison, WI 53706 Accommodations will not be made without a VISA. 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.

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.

Plagiarism
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

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

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

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

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

For more information:
Academic misconduct rules procedures can be found in UWS 14: http://www.students.wisc.edu/doso/docs/UWS14.pdf

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

VIII. Student Wellness
As a student you may experience a range of issues that can cause barriers to learning. These might 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. 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/
Below are resources for reporting and responding to incidences of bias and hate on campus.

- [https://students.wisc.edu/doso/services/bias-reporting-process](https://students.wisc.edu/doso/services/bias-reporting-process) Report:
- Bias Response and Advocacy Coordinator email: reportbias@wisc.edu
- [uwpd.wisc.edu](http://uwpd.wisc.edu) UW-Madison Police Department:
- 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.

### Appendix A

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
</table>
| **2.1.2 Engage Diversity and Difference in Practice** | Lecture, readings, video, small and large group discussion related to (K, S, V, C & A):  
- Overview of the Bio-Psycho-Social-Spiritual-Cultural Approach  
- Understanding the Importance of Human Diversity  
- Application of the Iceberg Concept of Culture  
- Ted Talk: The Urgency of Intersectionality  
- Understanding Cultural Practices in Child Birthing  
- Defining Family  
- Understanding Cultural Differences in Emerging Adulthood | Week 2  
Week 2  
Week 2  
Week 2  
Week 3  
Week 11  
Week 10  
Week 5  
Page 7  
Week 13  
Page 7  
Weeks 8 & 15  
Pages 6-7 |
<p>| <strong>2.1.3 Advance Human Rights and Social,</strong> | Lecture, readings, small and large group discussion related to | |</p>
<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
</table>
| Economic, and Environmental Justice. | 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 that civil, political, environmental, economic, social, and cultural human rights are protected | group discussion related to (K, S, V, C & A):  
- NASW Code of Ethics  
- Ted Talk: The Urgency of Intersectionality  
- Discussion: How Do Factors Such as Poverty and Oppression Impact Pregnancy, Childbirth and Birth Outcomes?  
- Discussion: Ageism  
Reflection Paper #2  
Mid-Term and Final Exam | Week 1  
Week 2  
Week 3  
Week 14  
Week 13  
Page 7  
Weeks 8 & 15  
Pages 6-7 |
| 2.1.6: Engage with Individuals, Families, Groups  
2.1.6. Engage with 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 | Lecture, readings, video small and large group discussion, videos, case applications related to (K, S, V, C & A):  
- Understanding Baseline Development  
- Defining and Engaging Family  
- Understanding Engagement Through Theory:  
  - Systems Theory  
  - Ecological Theory  
  - Erickson  
  - Bowlby  
  - Ainsworth  
  - Kohlberg  
  - Family Systems  
  - Strengths Perspective  
Mid-Term and Final Exam | Week 4, 6  
Week 12  
Week 2-15  
Weeks 8 & 15  
Pages 6-7 |
<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
</table>
| workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. | Lecture, readings, small and large group discussion and case application related to (K, S, V, C & A):  
- Discussion: Nature vs. Nurture Debate  
- Using the Bio-Psycho-Social-Spiritual-Cultural Approach in Assessment  
- Assessment of Pregnancy  
- Understanding Assessing Attachment Patterns  
- Understanding Baseline Development  
- Assessing for Risk and Protective Factors  
- Assessing for Cultural Differences in Emerging Adulthood  
- Assessing using Theoretical Frameworks: -Ecological Theory  
- Erikson  
- Bowlby  
- Ainsworth  
- Kohlberg  
- Family Systems  
- Levinson  
- Strengths Perspective  
Mid-Term and Final Exam | Week 2 |

2.1.7: Assess Individuals  
2.1.7. Assess Families, Groups  
2.1.7. Assess 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 experiences and affective reactions may affect their assessment and decision-making. |
| Lecture, readings, small and large group discussion, video and |

2.1.8: Intervene with Individuals, Families, Groups |
| Lecture, readings, small and large group discussion, video and |
## Competencies and Description

<table>
<thead>
<tr>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.8. Intervene with Organizations and Communities</strong></td>
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</tbody>
</table>
| Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration | exercises related to (K, S, V, C & A):  
- Understanding Baseline Development and Effective Interventions  
- Applying Cultural Humility through Interventions at the Final Stage of Life  
- Interventions using Theory:  
  - Systems Theory  
  - Ecological Theory  
  - Erickson  
  - Ainsworth  
  - Family Systems  
  - Strengths Perspective  
Mid-Term and Final Exam | Weeks 2-15  
Week 15  
Weeks 2-15  
Weeks 8 & 15  
Pages 6-7 |
| **2.1.9: Evaluate Practice with Individuals, Families, Groups** |                      |
| **2.1.9. Evaluate Practice with 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 | Lecture, readings, small and large group discussion and exercises related to (K, S, V, C & A):  
- Understanding Baseline Development and Effective Evaluations  
- Evaluation using Theory:  
  - Systems Theory  
  - Ecological Theory  
  - Family Systems  
  - Strengths Perspective  
Mid-Term and Final Exam | Weeks 2-15  
Weeks 2-15  
Weeks 8 & 15  
Pages 6-7 |
<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
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<tr>
<td>understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</td>
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<td></td>
</tr>
</tbody>
</table>

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