

**School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706**

**SOCWORK 457: Human Behavior and the Environment (Section 001)
Spring 2019**

Instructor Name: Amanda Zuehlke, MSW
Instructor Phone: 414-460-1850 (cell)

Instructor Office Hours: By Appointment
Instructor Email: acsiefert@wisc.edu

Class Meeting Time: Tuesdays 1:20-3:15pm
Credits: 3
Canvas Course URL: <https://canvas.wisc.edu/courses/139999>

Location: SOC SCI 5231
Instructional Mode: Face to Face

Teaching Assistant: Rachael Kramer
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Teaching Assistant: Mary Cate Komoski
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Office Hours: By Appointment

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*****

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

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

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

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:

- Corcoran, J. & Nichols-Casebolt, (2004). Risk and resilience ecological framework for assessment and goal formulation. *Child and Adolescent Social Work Journal*, 21, 211-235.
- National Scientific Council on the Developing Child (2005). Excessive Stress Disrupts the Architecture of the Developing Brain. Working Paper, Center for the Developing Child, Harvard University.

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
- Carpenter, Z. (2017). *What's Killing America's Black Infants*. Retrieved from: <https://www.thenation.com/article/whats-killing-americas-black-infants/>

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

- Kahn, J. (2014). Early Childhood Education and Care as a Social Work Issue. *Child and Adolescent Social Work Journal*, 31, 419-433

Week 7: Tuesday, March 5th

Topics: Adolescence

Required Readings:

- Hutchison: Chapter 6, pages 196- 209, 213- 228
- Senior, J. (2013, Jan. 28). Why you truly never leave high school. *New York Magazine*. Retrieved from nymag.com

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
- Arnett, J.J., (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *The American Psychologist*, 55(5), 469-480.
- Arnett, J. J. (2007). Suffering, selfish, slackers? Myths and reality about emerging adults. *Journal of Youth and Adolescence*, 36, 23-29.
- Fuligni, A. (2007). Family obligation, college enrollment and emerging adulthood in Asian and Latin American Families. *Child Development Perspectives*, 1, 96- 100.

Week 11: Tuesday, April 2nd

Topics: Families and Communities

In-class Activities:

- *Discussion:* Defining “Family”
- *Video:* Wrestling Ghosts

Required Readings:

- Stepleton, K., Bosk, E., Duron, J.F., Greenfield, B., Ocasio K., MacKenzie, M.J. (2018). Exploring associations between maternal adverse childhood experiences and child behavior. *Children and Youth Services Review*, 95, 80- 87.
- Ohye, B.Y., Brendel, R.W., Allard, M.D., Pentel, K.Z., & Simon, N.M. (2015). Three-generation model: A family systems framework for the assessment and treatment of veterans with PTSD and related conditions. *Professional Psychology: Research and Practice*, 46(2), 97-106.

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
- Herland, M. D., Hauge, M. I., & Helgeland, I. M. (2015). Balancing fatherhood: Experiences of fatherhood among men with a difficult past. *Qualitative Social Work, 14*(2), 242-258

Week 13: Tuesday, April 16th

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
- Igarashi, H., Hooker, K., Coehlo, D. P., & Manoogian, M. M. (2013). "My nest is full:" Intergenerational relationships at midlife. *Journal of Aging Studies, 27*: 102-112.

Week 14: Tuesday, April 23rd

Topics: Middle & Late Adulthood

Guest Speaker: Professor Tracy Schroepfer

Required Readings:

- Hutchison: Chapter 9
- Saucier, M. G. (2004). Midlife and beyond: issues for aging women. *Journal of Counseling & Development, 82*(4), 420-425.
- Wood, A. (2013). A generation skipped: an exploratory study of HIV/AIDS education and prevention services for older adults. *Research in the Sociology of Health Care, 31*, 217-246.

Week 15: Tuesday, April 30th

Topic: Dying: The Final Stage of Development

Guest Speaker: Jaime Goldberg, PhD Candidate

Required Readings:

- Hutchinson: Chapter 10
- Schroepfer, T., Noh, H., & Kavanaugh, M. (2009). The myriad strategies for seeking control in the dying process. *The Gerontologist, 49*(6), 755-766.
- Block, S. (2001). Psychological considerations, growth, and transcendence at the end of life. *Perspectives on care at the close of life, 285*(22), 2898- 2905.

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

- Hutchison, E. (2019). Dimensions of human behavior: The changing life course (6th ed.). CA: Sage Publications, Inc.
- 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:

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

Assignments

Assignment	Due Date	Points/Percentages
Reflection Paper #1	February 19 th 2019	20
Mid-Term Examination	March 12 th 2019	30
Reflection Paper #2	April 16 th 2019	20
Final Examination	May 5 th 2019	30
Total Points		100

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/>

- 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> Report:
- Bias Response and Advocacy Coordinator email: reportbias@wisc.edu
- uwpd.wisc.edu UW-Madison Police Department:
- Office of Equity and Diversity: 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

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The 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. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize 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, S, V, C & A):</p> <ul style="list-style-type: none"> ▪ 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 <p>Reflection Paper #1</p> <p>Reflection Paper #2</p> <p>Mid-Term and Final Exam</p>	<p>Week 2</p> <p>Week 2</p> <p>Week 2</p> <p>Week 2</p> <p>Week 3</p> <p>Week 11</p> <p>Week 10</p> <p>Week 5 Page 7</p> <p>Week 13 Page 7</p> <p>Weeks 8 & 15 Pages 6- 7</p>
<p>2.1.3: Advance Human Rights and Social,</p>	<p>Lecture, readings, small and large</p>	

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>Economic, and Environmental Justice.</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected</p>	<p>group discussion related to (K, S, V, C & A):</p> <ul style="list-style-type: none"> ▪ 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 <p>Reflection Paper #2</p> <p>Mid-Term and Final Exam</p>	<p>Week 1 Week 2</p> <p>Week 3</p> <p>Week 14</p> <p>Week 13 Page 7</p> <p>Weeks 8 & 15 Pages 6-7</p>
<p>2.1.6: Engage with Individuals, Families, Groups 2.1.6. Engage with Organizations, and Communities</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</p>	<p>Lecture, readings, video small and large group discussion, videos, case applications related to (K, S, V, C & A):</p> <ul style="list-style-type: none"> ▪ Understanding Baseline Development ▪ Defining and Engaging Family ▪ Understanding Engagement Through Theory: <ul style="list-style-type: none"> -Systems Theory -Ecological Theory -Erickson -Bowlby -Ainsworth -Kohlberg -Family Systems -Strengths Perspective <p>Mid-Term and Final Exam</p>	<p>Week 4, 6</p> <p>Week 12 Week 2-15</p> <p>Weeks 8 & 15 Pages 6-7</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>		
<p>2.1.7: Assess Individuals 2.1.7. Assess Families, Groups 2.1.7. Assess Organizations, and Communities</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>Lecture, readings, small and large group discussion and case application related to (K, S, V, C & A):</p> <ul style="list-style-type: none"> ▪ 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 <p>Assessing using Theoretical Frameworks: -Ecological Theory -Erickson -Bowlby -Ainsworth -Kohlberg -Family Systems -Levinson -Strengths Perspective</p> <p>Mid-Term and Final Exam</p>	<p>Week 2</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Weeks 2-15</p> <p>Week 2</p> <p>Week 10</p> <p>Week 2-15</p> <p>Weeks 8 & 15 Pages 6-7</p>
<p>2.1.8: Intervene with Individuals, Families, Groups</p>	<p>Lecture, readings, small and large group discussion, video and</p>	

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<p>2.1.8. Intervene with Organizations and Communities</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, 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</p>	<p>exercises related to (K, S, V, C & A):</p> <ul style="list-style-type: none"> ▪ Understanding Baseline Development and Effective Interventions ▪ Applying Cultural Humility through Interventions at the Final Stage of Life ▪ Interventions using Theory: <ul style="list-style-type: none"> -Systems Theory -Ecological Theory -Erickson -Ainsworth -Family Systems -Strengths Perspective <p>Mid-Term and Final Exam</p>	<p>Weeks 2-15</p> <p>Week 15</p> <p>Weeks 2-15</p> <p>Weeks 8 & 15</p> <p>Pages 6-7</p>
<p>2.1.9: Evaluate Practice with Individuals, Families, Groups</p> <p>2.1.9. Evaluate Practice with Organizations, and Communities</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</p>	<p>Lecture, readings, small and large group discussion and exercises related to (K, S, V, C & A):</p> <ul style="list-style-type: none"> ▪ Understanding Baseline Development and Effective Evaluations ▪ Evaluation using Theory: <ul style="list-style-type: none"> -Systems Theory -Ecological Theory -Family Systems -Strengths Perspective <p>Mid-Term and Final Exam</p>	<p>Weeks 2-15</p> <p>Weeks 2-15</p> <p>Weeks 8 & 15</p> <p>Pages 6-7</p>

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<p>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>		

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