

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Social Work Today's Date: 1/25/11
- b. Department/Division: Social Work
- c. Contact person name: Karen Badger Email: Karen.badger@uky.edu Phone: 7-2350
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: Fall 2011

2. Designation and Description of Proposed Course.

- a. Prefix and Number: SW 421
- b. Full Title: Human Behavior and Social Environment I the
- c. Transcript Title (if full title is more than 40 characters): Human Behavior & Social Environment I
- d. To be Cross-Listed² with (Prefix and Number):
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

3 Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin: This foundation course is the first part of a two part social work major course sequence that utilizes a life course perspective and other theories as tools for

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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understanding human behavior and its development across the life span. A "person in the environment" focus is utilized as students explore the interrelatedness of biological, social, cultural, psychological and environmental factors in human behavior and its ongoing development. Particular attention will be given to exploring the impact of racism, sexism, ethnocentrism, classism and homophobia on human behavior across the life journey.

j. Prerequisites, if any: Open to Social Work Majors; SW 124 and SW 222 or SW 322

k. Will this course also be offered through Distance Learning? YES⁴ NO

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 25-28

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: _____

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: _____

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: BASW

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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10.	Information to be Placed on Syllabus.
a.	Is the course 400G or 500? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

DROP COURSE FORM

Signature Routing Log

General Information:

Course to be Dropped (prefix and number): SW 421

Proposal Contact Person Name: Karen Badger


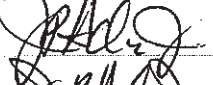

Phone: 7-2350

Email: karen.badger@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum Committee	1/19/11	Michele Tindall / 7-2483 / mstindall@uky.edu	
Faculty	1/24/11	James Ike Adams / 7-6654 / j.p.adams@uky.edu	
Dean	1/25/11	James Ike Adams / 7-6654 / j.p.adams@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁵
Undergraduate Council	2/1/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, ou=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.02.01.16:05:15 -0500</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁵ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

UNIVERSITY OF KENTUCKY
College of Social Work

Course Syllabus
SW 421
Human Behavior and Social Environment I (3 credit hours)

Jacky Thomas, MSW, LCSW
Office hours: By appointment
(Preferred contact: email)
Classroom Location:
Class Meeting Time:

POT 630
jacky.thomas@uky.edu
Office: 859-323-7484

Course Description:

This foundation course is the first part of a two part social work major course sequence that utilizes a life course perspective and other theories as tools for understanding human behavior and its development across the life span. A “person in the environment” focus is utilized as students explore the interrelatedness of biological, social, cultural, psychological and environmental factors in human behavior and its ongoing development. Particular attention will be given to exploring the impact of racism, sexism, ethnocentrism, classism and homophobia on human behavior across the life journey.

Pre-requisites: Open to Social Work Majors; SW 124 and SW 222 or SW 322

Course Objectives:

At the end of this course students will be able to:

1. Demonstrate understanding and the ability to apply knowledge of the life course perspective to identify patterns in human behavior in relation to biological and psychological age, as well as social age norms. (2.1.3, 2.1.7)
2. Demonstrate application of theoretical models to examples of social work practice utilizing a “person in the environment focus that acknowledges the interrelatedness of biological social, cultural, psychological and environmental factors in human behavior and its ongoing development. (2.1.3, 2.1.7, 2.1.10)
2. Examine and analyze various theoretical models and the implications of using these models for prevention, assessment, and intervention in social work practice. (2.1.3; 2.1.7; 2.1.10)
3. Examine and analyze various theoretical models and the implications of using these models for prevention, assessment, and intervention in social work practice. (2.1.3; 2.1.7; 2.1.10)
4. Demonstrate understanding of the influence of research in developing, refining, challenging, and supporting human behavior theories and related concepts. (2.1.6)

5. Recognize and be able to articulate the uniqueness of each person's life story, the diversity of life journeys and the multiple sources of that diversity. (2.1.4)

6. Recognize the ways in which a particular culture's structure and values may influence privilege, power, and the forms and mechanisms of oppression, including racism, sexism, ethnocentrism, ageism, homophobia, and poverty. (2.1.4; 2.1.5)

7. Gain awareness of personal experiences, belief systems, values and biases which have influenced personal development and could influence theoretical orientation and ethical practice with diverse groups. (2.1.2; 2.1.4)

Practice Behaviors (Learning Outcomes):

By the end of this course, students are expected to build towards or acquire competencies to:

Primary Practice Behaviors:

1. Utilize theoretical conceptual frameworks to guide the processes of: Assessment, intervention, evaluation. (2.1.7.1)
2. Recognize and manage personal values so that professional values guide practice.(2.1.2.1)
3. Recognize personal biases and values to manage their influence in working with diverse groups. (2.1.4.1)
4. Recognize the extent to which a culture's structure and values may influence marginalization, privilege, power, and the forms and mechanism or oppression. (2.1.4.2)
5. Recognize and communicate an understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. (2.1.4.3)
6. Critique and apply knowledge to understand person and environment.(2.1.7.2)
7. Select appropriate intervention strategies. (2.1.10.A5)

Secondary Practice Behaviors:

1. Analyze models of prevention, assessment, and intervention (2.1.3.2).
2. Make ethical decisions by applying standards of the NASW and other code of ethics. (2.1.2.2)
3. Understand the forms and mechanisms of oppression and discrimination. (2.1.5.1)
4. Engage in social work practices that advance social and economic justice. (2.1.5.3)

5. Use research evidence to inform practice. (2.1.6.2)
6. Assess client strengths and limitations. (2.1.10A5)
7. Help clients resolve problems (2.1.10I3)
8. Negotiate, mediate, and advocate for clients. (2.1.10I4)

Means Practice Behaviors:

1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (2.1.3.1).
2. Demonstrate professional demeanor in behavior, appearance, and communication. (2.1.1.4)
3. Demonstrate effective oral and written communication in professional settings. (2.1.3.3)
4. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. (2.1.9.1)

Required Texts:

Hutchison, E.D. (2011). *Dimensions of Human Behavior: The Changing Life Course*, Thousand Oaks, CA. Sage.

Robbins, S. P., Chatterjee, P., & Canda, E. R.. (2006). *Contemporary Human Behavior Theory: A Critical Perspective for Social Work (2nd edition)*. Boston: Pearson/Allyn and Bacon.

Note: Do not sell your books- you will need these texts for SW 422 and SW 350

Undergraduate Grading Scale

- A = 100-90%
- B = 89-80%
- C = 79-70%
- D = 69-60%
- E = < 60

Assignments:

Grading Components

Ethnography:	20%
Final reflection on ethnography	10%
Exams (two)	40%
Group presentation and paper	10%
Participation	10%
In-class assignments and quizzes	10%

Mid-term Grades

Mid-term grade will be provided to students prior to the mid-term date. This grade will include all work that has been completed before the close of mid-term excluding credit for class participation.

Disability Statement

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours or by appointment. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Components

Course Assignments

1. Life Course Diversity and Environmental Influence Group Paper and Presentation

(Identify what section of the project is to be completed by each group member at the onset of the project.) The group project is designed to have a group of 3-4 people researching a specific developmental stage in the life course with regard to diversity factors and/or environmental deficits chosen by the work group and approved by the instructor. The project should highlight the impact of individual development, membership in families, groups, organizations, and communities. Students need to demonstrate understanding of the interrelationships between human biology, psychology, culture and spirituality as they affect human behavior. Each student is expected to participate in the oral presentation and to contribute to the writing of the group paper. The final presentation and paper will be evaluated by the instructor, and the same grade will be assigned to each team member completing the assignment as required. However, students who do not contribute to the product of their group will not receive the overall group grade and will receive a grade penalty or a grade of 'O' for the project if they make no contribution or do not participate. It is expected that students attempt to collaborate and work together to complete this project and make the instructor aware of difficulties early in the process of the project. Additionally, each team member will assign a "group work" grade to each team member separately for the two parts of projects and will be able to weigh the value of the evaluative criteria on the grade rubric form. This assignment will be evaluated based on learning outcomes 2.1.1.4, 2.1.3.2, 2.1.3.1-3, 2.1.7.1-2. (10% of final grade)

- Each group will present for approximately 25 minutes on the selected topic. Each group should have **appropriate handouts and an outline for the class and instructor**. Interactive presentations should occur to facilitate group discussion. Each group will turn in a 7 page paper following the outline and with a reference page in APA format to the instructor on the scheduled date of the presentation that includes a joint summary that outlines the work contributions that were made by each member.

- The paper must adhere to APA format. Use video clips, case studies, etc. to make the presentation interactive.
- Each group must adhere to the 20 minute allotted time.
- No opinions on your topic or self-disclosure – give a clear presentation of the facts and the issue.
- Use interactive methods – video clips, handouts, case examples to present the selected topic.

2. Signature Assignment: Ethnographic Study: Students will write a self-study after researching aspects of their family of origin in relation to each developmental sequential life course stage, utilizing literature relevant to their family's culture(s), ethnicity(ies), and developmental process. Students are expected to utilize ethnographic research methods to gather data such as the study of family heirlooms, artifacts, documents, letters, photographs, or the conducting of observations or interviews). Students can choose their focus in this project and could explore such things as precipitants to family challenges or crises, typical styles of coping and adapting, or topics such as family migration patterns, family organization, child rearing practices, attitudes towards death or asking for help, attitudes towards other cultures and/or acceptance of differences, family or gender roles. Utilize available literature to understand the influence of diversity factors applicable within your family in the completion of this project. (Minimum of four scholarly sources must be cited). This assignment should be approached much like a journal and should progress throughout the semester as the various stages are discussed in class. Conclude your ethnographic study by sharing how your cultural identity might influence your work as a social worker in two or three paragraphs. Then, discuss how your cultural identity influences your values as a social worker (address how you negotiate value sets of different cultures if you have more than one culture that makes up your culture of origin). This assignment employs learning outcomes 2.1.3.3, 2.1.1.4, 2.1.2.1, 2.1.4.1-3, 2.1.6.2, 2.1.9.1 (*20% of the final grade*)

3. Signature Assignment: Final Reflection- Ethnographic Study: Students return to their ethnographic study and review their material through the perspective of two theories of their choosing reviewed in class. Content of the ethnography is assessed utilizing concepts congruent with these two theoretical perspectives. The assignment is evaluated according to learning outcomes 2.1.1.4, 2.1.3.1, 2.1.3.3, 2.1.7.1, 2.1.7.2 (*10% of the final grade*)

4. Two exams: Two exams will be given in the semester that will allow students to demonstrate their understanding of and ability to apply primary course concepts and issues discussed in relation to life course development, human behavior and the social environment, and implications for social work. General study guides will be provided for each exam. (*40% of final grade*)

5. Active class participation: Students are expected to be present for class and to be prepared to actively participate. The class participation grade is not only based on attendance, but also is based on active contributions to class discussions and activities (through completing assignments, completing in-class work (both individual and group), blackboard activities, and assigned reading prior to class). Students need to be sure to sign in each class. Arriving late for class or leaving early will affect your participation grade. Please be sure to discuss any late

arrivals or early departures with the instructors. Ungraded assignments will be used in class throughout the semester and will count towards your class participation. See previous information about class participation expectations for more guidelines. (10% of final grade)

6. **Quizzes:** Short quizzes and in-class assignments will be administered throughout the semester. Quizzes and assignments may or may not be announced. Only students who miss class for a reason that constitutes an excused absence (see the Student's Rights and Responsibilities Handbook) will be provided an opportunity to make up a quiz or in-class assignment given on the day of an absence from class (verification of excused absence is required) (total 10% of final grade)

Course Calendar

Week one: Overview of course and syllabus

Introductory exercise: initial theoretical exercise (Case study)

Week Two:

Class one: Introduction to Life Course Model

Reading due: Hutchinson, Chapter One

Ethnography Assigned

Class two: Use of theory: Good theory, bad theory

Reading due: Robbins book, selected reading from chapter 1

Week Three: Social work and life course: Conception, pregnancy, childhood

Sociocultural organization of childbearing

Risk and protective factors in conception, pregnancy, and childbirth

Social Work and Challenges in Childbearing

Implications for Social Work Practice

Reading due: Hutchinson, Chapter Two

Week Four: Social work and life course: Infancy and toddlerhood

Healthy development in infants

Childcare arrangements in Infancy and Toddlerhood

Risks and Protective Factors in Infancy and Toddlerhood

Implications for Social Work Practice

Reading due: Hutchinson, Chapter Three

Ethnography sample and progress report due

Week Five: Social work and life course: Early childhood

Healthy development in early childhood

Developmental disruptions

Risks and Protective Factors in Early Childhood

Implications for Social Work Practice

Reading due: Hutchinson, Chapter Four

Week Six: Social work and life course: Middle Childhood
Historical perspective on middle childhood
Middle childhood in the Multigenerational family
Development in Middle Childhood
Middle childhood and formal schooling
Special challenges in middle childhood
Risks and Protective Factors in Middle Childhood
Implications for Social Work Practice
Reading due: Hutchinson, Chapter Five

Week Seven:

Class One: Social work and life course: Adolescence
Social construction of adolescence across time and space
Transition from children to Adulthood
Biological, Psychological, and Social aspects of adolescence
Adolescent Spirituality
Adolescent Sexuality
Potential challenges to adolescent development
Risks and Protective Factors in Adolescence
Implications for Social Work Practice
Reading due: Hutchinson, Chapter Six (content also addressed via on-line discussion)

Class two: Exam

Week Eight: Social work and life course: Young adulthood
Theoretical approaches to young adulthood
Physical functioning in young adulthood
The psychological self
Social development and social functioning
Risks and Protective Factors in Early Adulthood
Implications for Social Work Practice
Reading due: Hutchinson, Chapter seven
Ethnography due

Week Nine: Social work and life course: Middle Adulthood
The changing construction of middle adulthood
Theories of middle adulthood
Biological changes and physical and mental health in middle adulthood
Intellectual and personality changes in middle adulthood
Spiritual development in middle adulthood
Relationships and work in middle adulthood
Risks and Protective Factors in Middle Adulthood
Implications for Social Work Practice

Reading due: Hutchinson, Chapter eight

Week Ten: Social work and life course: Late Adulthood

Demographics of the Older Population

Cultural Construction of Late Adulthood

Biological, Psychological changes in Late Adulthood

Social Role Transitions and Life Events of Adulthood

The Search for Personal Meaning

Resources for Meeting the Needs of the Elderly Persons

Risks and Protective Factors in late Adulthood

Implications for Social Work Practice

Reading due: Hutchinson, Chapter nine

Week Eleven: Social work and life course: Very late Adulthood

Historical and Cultural perspective of very late adulthood

What we can learn from Centenarians

Functional capacity in very late adulthood

Relationships in very late adulthood

The housing continuum

Spirituality in very late adulthood

The dying process

Loss, grief, and bereavement

The Life Course completed

Implications for Social Work Practice

Reading due: Hutchinson, Chapter ten

Week Twelve: *Class One and Two:* Group Presentation/ Psychodynamics

Reading due: Selections from Robbins, Chapter 6

Ethnography Reflection Assigned

Week Thirteen: Group Presentation/ Cognitive and moral development

Reading due: Selections from Robbins, Chapter 8

Week Fourteen: Group Presentation/ Behavioral-cognitive and social learning theory

Reading due: Selections from Robbins, Chapter 11

Class two: Exam Two **Ethnography Reflection Paper due-**

Week Fifteen: *Class One:* Group presentations

Class Two: Integrating theories for application

Wrap-up

Course Policies

Class Format

Classes will be conducted in a seminar/lecture/discussion format. Students are expected to be actively involved in the knowledge building process and to participate fully in class work session activities. The ability to debate and analyze practice and ethical issues is central to this class.

Participation and Attendance

Attendance does influence the final course grade. All courses in a professional curriculum demand class participation and full attendance. Class attendance and participation reveal, to a large extent, a student's commitment to her or his education. Absences not discussed with the professor prior to or within a week of the absence will be considered unexcused and will impact your participation grade. **A final grade will be lowered by one letter grade if more than 2 classes are missed for reasons other than those considered excused as defined in the Student Rights Handbook.** You may be asked to verify your absence. **You are expected to be on time for class and to stay for the entire class time in order to receive credit for attending class.** (For example, if you leave at break, you will not receive credit for attending class). If an exceptional circumstance occurs that requires the need to arrive late or leave early, please notify the professor.

Class participation will account for 10% of the final course grade. In order to receive full credit for class participation, students must attend all classes and remain active participants in the learning process throughout the class time frame.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester student are able to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdrawal from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

Submission of Assignments

Papers need to be formatted according to **APA publication guidelines (6th edition)**. Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper with 1" margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines.**

All assignments are due at the beginning of class on the stated due date in the course calendar. Each assignment will specify the submission format in which the assignment is expected (electronic or hard copy) **Late assignments will be penalized 5 points each day late unless otherwise arranged with the professor.**

Make-up Opportunities

Make-up quizzes/project work/exams will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss quizzes or other graded projects because of arriving late to a class with an unexcused absence will not be able to make up that quiz or graded work. Only students who miss a class with verified excused absences will be able to make-up exams/quizzes or other graded projects. **It is the student's responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**

Academic Integrity Statement

It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:<http://www.cs.uky.edu/%7Epaulp/Plagiarism.htm> A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of

employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison.

A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.

Classroom Behavior, Decorum, and Civility

Because other students depend upon the presence of student colleagues for discussion and for completion of case presentations, class attendance and participation is very important. The possibility of developing collaborative skills, team building, and collegiality is greatly diminished without full attendance.

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment.

To limit distractions in the classroom:

***** Turn off all cell phones and other electronic devices and store them during class. *****

*****Lap tops are permitted in class only for note-taking and other required activities. If used during class for other purposes (such as email, surfing the internet, etc) you will be asked to put your laptop away and leave it at home or stored during future classes.*****

Students are expected to actively participate in the class discussions by:

- ★ Coming to class having completed assigned readings and prepared to discuss them
- ★ Demonstrating an active interest in the topic being discussed by verbal and nonverbal

behaviors

- ★ Taking part in the class discussion vs. engaging in side conversation with those around you
- ★ Demonstrating a commitment to share thoughts and feelings with other students
- ★ Assuming responsibility for involving the other students in all subjects discussed (listening, asking others questions, and allowing space for others to contribute)
- ★ Sharing relevant information from one's knowledge base or life experiences with classmates
- ★ Students are expected to follow social work ethics by respecting their colleagues and maintaining confidentiality.

Professional Preparation

As a social work major, you are expected to adhere to the standards and guidelines for professional behavior as outlined in the *NASW Code of Ethics* and social work licensure rules and regulations expectations.

In addition, as an outcome of your education, you are expected to identify as a professional social worker and conduct yourself accordingly (CSWE Educational Policy 2.1.1). As social work students, you are preparing to represent the profession, its mission, and its core values in your future practice. Therefore, part of your education includes achieving and demonstrating competency in the following practice behaviors:

- Advocating for client access to the services of social work;
- Practicing personal reflection and self-correction to assure continual professional development;
- Identify and practice within professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Develop a commitment to engage in career long learning;
- Effectively use supervision and consultation.