

# 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/Year<sup>1</sup>: Fall 2011

**2. Designation and Description of Proposed Course.**

- a. Prefix and Number: SW 422
- b. Full Title: Human Behavior and the Social Environment II
- c. Transcript Title (if full title is more than 40 characters): Human Behavior & Social Environment II
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): NA

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

3	Lecture	_____ Laboratory <sup>1</sup>	_____ 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 second in the sequence of two social work courses that focuses on theory as a tool for understanding human behavior on multiple

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

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

<sup>3</sup> 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)

## NEW COURSE FORM

interacting levels, including: individual, family, small group, organization, community and society. The course will explore the interrelatedness of biological, social, cultural, psychological and environmental factors in human behavior and development. Particular attention will be given to exploring the impact of racism, sexism, ethnocentrism, classism and homophobia on human behavior at each level.

j. Prerequisites, if any: Open to Social Work Majors; completion of SW 300, SW 421

k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  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 requirement<sup>5</sup> for ANY program? YES  NO

If YES<sup>5</sup>, list affected programs: BASW

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

<sup>5</sup> In order to change a program, a program change form must also be submitted.

## NEW COURSE FORM

### 10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?

YES

NO

If YES, the *differentiation for undergraduate and graduate students must be included* 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.  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.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**




Course Prefix and Number: SW 422

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 <sup>6</sup>
Undergraduate Council	2/1/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, ou=Undergraduate Education, ou=Undergraduate Council, email=shgill@uky.edu, c=US Date: 2011.02.01 09:53:19 -0500</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

The content of this course is found frequently in other undergraduate social work programs either as substantial modules in practice courses or as a separate course.

<sup>6</sup> 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 422

### Human Behavior & the Social Environment II (3 credit hours)

Jacky Thomas, MSW, LCSW  
Office hours: By appointment  
(Preferred contact: email)  
Classroom: Main Building , Room 5  
Class: Tuesdays & Thursdays

POT 630  
jacky.thomas@uky.edu  
Office: 859-323-7484  
Section 001 TR 11:00 am-12:15 pm  
Section 002 TR 12:30 pm-1:45 pm

#### Course Description

This foundation course is the second in the sequence of two that focuses on theory as a tool for understanding human behavior on multiple interacting levels, including: individual, family, small group, organization, community and society. The course will explore the interrelatedness of biological, social, cultural, psychological and environmental factors in human behavior and development. Particular attention will be given to exploring the impact of racism, sexism, ethnocentrism, classism and homophobia on human behavior at each level.

#### Pre-requisites

Open to Social Work Majors; completion of SW 300, SW 421.

#### Course Objectives

This course will:

1. Explore and critically examine the nature and function of theories in social work practice, by 1) examination of underlying assumptions about human nature and social interaction, and 2) appraisal and integration of multiple ways of knowing (including both research-based knowledge and practice wisdom.) (2.1.3; 2.1.7)
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. 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)
4. Gain awareness of personal belief systems, values and biases which might influence theoretical orientation and ethical practice with diverse groups, and manage these beliefs/values/ biases so that professional values and social work ethical codes guide practice. (2.1.2; 2.1.4)
5. Critically evaluate theoretical positions based on 1) quality and source of knowledge, 2) implications for application to social work practice, and 3) convergence/divergence with social work code of ethics. (2.1.2; 2.1.3; 2.1.7; 2.1.10)
6. Recognize and articulate methods to apply the link that theory forms between research and practice, with research informing practice and practice informing research. (2.1.6)

7. Apply theory in case assessment and intervention. (2.1.3; 2.1.5; 2.1.7; 2.1.10)

**Practice Behaviors (Learning Outcomes):**

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

**Primary Practice Behaviors:**

1. Analyze models of prevention, assessment, and intervention (2.1.3.2).
2. Recognize the extent to which a culture's structure and values may influence marginalization, privilege, power, and the forms and mechanism of oppression. (2.1.4.2)
3. Recognize and communicate an understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. (2.1.4.3)
4. Utilize theoretical conceptual frameworks to guide the processes of: Assessment, intervention, evaluation. (2.1.7.1)
5. Critique and apply knowledge to understand person and environment. (2.1.7.2)
6. Select appropriate intervention strategies. (2.1.10.A5)

**Secondary Practice Behaviors:**

1. Recognize and manage personal values so that professional values guide practice. (2.1.2.1)
2. Make ethical decisions by applying standards of the NASW and other code of ethics. (2.1.2.2)
3. Recognize personal biases and values to manage their influence in working with diverse groups. (2.1.4.1)
4. Understand the forms and mechanisms of oppression and discrimination. (2.1.5.1)
5. Engage in social work practices that advance social and economic justice. (2.1.5.3)
6. Use practice experience to inform scientific inquiry. (2.1.6.1)
7. Use research evidence to inform practice. (2.1.6.2)
8. Assess client strengths and limitations. (2.1.10A5)
9. Help clients resolve problems (2.1.10I3)
10. Negotiate, mediate, and advocate for clients. (2.1.10I4)



### **Means Practice Behaviors:**

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

### **Required Texts and Readings:**

Frankl, V. (1984). *Man's Search for Meaning*. NY: Simon and Schuster.

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

American Psychological Association. (2001). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: Author.

### **Required articles:**

Child Welfare Committee, National Traumatic Stress Network, (2008). *Child welfare trauma training toolkit: Comprehensive guide (2<sup>nd</sup> ed.)*. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

Child Welfare Information Gateway (2010). Parent-child interaction therapy. Retrieved 8/9/10 from <http://www.childwelfare.gov/pubs/f> , parent child interaction therapy

Griffith, Brian A. ( 2004). The structure and development of internal working models: An integrated framework for understanding clients and promoting wellness. *Journal of Humanistic Counseling, Education & Development*, 43 (2), 163-177.

Prochaska, James O. and Norcross, John C. Stages of Change in *Psychotherapy Relationships that Work* , Norcross, J. (ed) (2002)

Saltzburg, S. (2004). Learning that an adolescent child is gay or lesbian. *Social Work*, 49, 109-118.

Shonkoff, J. & Phillips, D. (2000). *From Neurons to Neighborhoods*. Institute of Medicine. Available online at: [http://www.nap.edu/openbook.php?record\\_id=9824&page=39](http://www.nap.edu/openbook.php?record_id=9824&page=39)

Walsh, F. (2004). The concept of family resilience: crisis & challenge. *Family Process*, 35(3), 261-281.

### **Supplementary articles:**

Berlin, S.B. (2005). The value of acceptance in social work direct practice: A historical and contemporary view. *Social Service Review*, 79 (3), pp. 482-510.

- Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., & Bornstein, M. H. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, 55(2), 218
- Greenberg, Leslie S. and Pascual-Leone, Antonio (2006). Emotion in psychotherapy: A practice-friendly research review. *Journal of Clinical Psychology: In Session*, Vol. 62(5), 611-630.
- Hobfall, S.E. (2002). Social and psychological resources and adaptation. *Review of General Psychology*, 6(4), 307-324.
- Howard, Mcmillen & Pollio (2003). Teaching evidence based practice: Toward a new paradigm for social work education. *Research on Social Work practice*, 13(234).
- Marcia, J. E. (2002). Identity and psychosocial development in adulthood. *Identity: An International Journal of Theory and Research*, 2(1), 7-28.
- Perry, Bruce. Bonding and attachment in maltreated children. Retrieved from Child Trauma Academy: [http:// www.childtrauma.org/ctamaterials/AttCar4\\_03\\_v2.pdf](http://www.childtrauma.org/ctamaterials/AttCar4_03_v2.pdf)
- Siegel, D.J. (2001) Toward an interpersonal neurobiology of the developing mind: Attachment relationships, "mindsight," and neural integration. *Infant Mental Health Journal*, 22(1). 67-94.
- Teasdale, J.D., Williams, J.G., Soulsby, J.M., Segal, Z.V., Valerie, A.R., Lau, M.A. (2000). Prevention of relapse/recurrence in major depression by mindfulness-based cognitive therapy. *Journal of consulting and clinical psychology*, 68(4), 615-623.

**Additional reading, as assigned by the professor, will be available electronically and will be required.**

This course relies on students reading the texts as assigned throughout the semester. Readings are due under the date they are listed in the course calendar.

**Grading Scale:**

<b>Undergraduate Grading Scale</b>	<b>Grade Components</b>	<b>Value</b>
A = 90-100	Quizzes (4)	16 pts
B = 80-89	Reading check "mini quizzes" (8)	4 pts
C = 70-79	Reflection papers (4)	16 pts
D = 60-69	Theory paper 1	15 pts
E = <59	Theory paper 2	15 pts
	Midterm Exam	15 pts
	Final Exam	15 pts
	Participation	4 pts



100 points

**Mid-term Grades**

Mid-term grade will be provided to students by 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](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Course Components**

1. **Quizzes:** There will be four quizzes which will check for comprehension of the content and application to case examples. Dates are listed in course calendar; any necessary changes will be discussed in class. In addition, because active participation **requires** that the student read and reflects on assigned readings prior to class, there will be 8 “mini-quizzes” which must be completed on Blackboard prior to 11:00 a.m. on identified mini-quiz days. The exact dates of these mini-quizzes are listed in the “readings and assignments due” column of the syllabus. There will be no make up for these mini-quizzes. (These are open book, but timed, so it will be to your advantage to read the material first so you can locate the answers quickly.)
2. **Group exercises and reflection papers:** Four different group exercises are used to engage students’ critical thinking and self-reflection skills, challenge assumptions and biases, and encourage expression of reasoned argument. Students are expected to actively participate in group activities and to complete and submit a one-page reflection paper at the next class meeting (dates on course calendar), addressing particular questions posed by the instructor. Details of the group assignments, and the reflection paper questions, will be available on Blackboard.
  - 1) **Shifting perspectives:**
    - Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, or create or enhance privilege or power
    - Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of the meaning of an individual’s life experiences
    - Utilize theoretical conceptual frameworks to guide the processes of: Assessment, intervention, evaluation
    - Critique and apply knowledge to understand person and environment
  - 2) **Diversity/ biases**
    - Recognize and manage personal values so that professional values guide practice

- Make ethical decisions by applying standards of the NASW and other code of ethics
- Recognize personal biases and values to remove their influence in working with diverse groups
- Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege or power
- Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of the meaning of an individual's life experiences
- Critique and apply knowledge to understand person and environment

### 3) Case application:

- Recognize and manage personal values so that professional values guide practice
- Make ethical decisions by applying standards of the NASW and other code of ethics
- Analyze models of prevention, assessment, and intervention
- Understand the forms and mechanisms of oppression and discrimination
- Engage in social work practices that advance social and economic justice
- Critique and apply knowledge to understand person and environment

### 4) Multidisciplinary case conference

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom.
- Recognize personal biases and values to remove their influence in working with diverse groups
- Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege or power
- Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of the meaning of an individual's life experiences
- Engage in social work practices that advance social and economic justice.

3. **Signature Assignments: Theory Papers:** Your first theory paper, **due October 12**, will be a reaction and analysis paper using the newspaper article *Memphis Sanitation Workers' Cause Worth Dying For*. Read the article (link on Blackboard) and write a 4-6 page APA formatted paper addressing the general areas listed below. Focus especially on material in Chapters 3, 4, and 5 of the Robbins, Chatterjee, & Canda text, but use *at least two* scholarly sources in addition to the text. You may use subheadings (e.g. "conflict theory; empowerment; interventions; etc.") to address the areas below, but do not write as though you are answering discrete questions.) Your work should be essentially free of grammatical and mechanical errors. Using the Writing Center is encouraged, though not required.
- Using the concepts you have learned about in chapter 3, discuss the main conflict(s) and the source(s) of the conflict in this article. What historical perspectives do you think led to the conflict(s) you have chosen to discuss? Please apply relevant concepts such as power, minority, change, alienation, class consciousness, and interest groups to your discussion of the plight of the Memphis sanitation workers.

- How were the concepts from Chapter 4 (e.g. structural barriers, powerlessness, social stratification, oppression, and collectivity) influences in the sanitation worker's situation as described in the article? Discuss the idea of empowerment in relation to these workers.
- From Chapter 5, how did the concepts of majority and minority groups, prejudice, and discrimination contribute to the conflict(s) present in this historical event? How were institutional discrimination, ethnocentrism, and racism at play in the conflicts presented in the article?
- If you were a social worker assigned to work (present day) with the remaining living men who worked as sanitation workers in the article, what theories from the three chapters would you use to help you to promote a sense of empowerment to the men in the group? Explain the theory or theories you select, why you selected them, and how the theories might help you work with the men.
- Cultural Competence is defined in the text as "the ability to work effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served" (Haley, 1999, in Robbins, Chatterjee & Canda, 2006, p.150). Discuss how you as a future social worker can develop increased cultural competence in your interventions with future clients from diverse cultures and ethnicities.

Remember to include a clear introductory paragraph and a strong concluding paragraph to your essay, and to create a reference page listing all your sources (including the textbook).

**Your second theory paper**, the signature assignment, will be a reaction and analysis paper to Viktor Frankl's *Man's Search for Meaning*. The paper, **due Dec. 7**, should be 6-8 pages long, and should read as a coherent whole. You may use subheadings (e.g. "existentialism; resilience; etc." to address the areas below, but do not write as though you are answering discrete questions.) You should use scholarly sources in addition to your texts. You must use APA format for your paper and references. Your work should be essentially free of grammatical and mechanical errors. Using the Writing Center is encouraged, though not required.

- Dr. Frankl experienced multiple losses and horrific trauma during his experiences in the concentration camp, and described his ideas about how humans cope with such experiences existentially. . Please explain in detail what existentialism is as described by Frankl. What is an existential crisis? Explain logotherapy, and how Frankl believed it to be healing. What do you think of Frankl's claims? How would the success of such treatment be evaluated? Does the absence of empirical studies invalidate the treatment approach? Why or why not?
- Discuss the notion of resilience (as discussed in class and in your readings) in relation to Dr. Frankl's experiences. What do you think contributed to his ability to survive and find meaning? Do you think most people would have similar abilities? Why or why not?
- Choose at least one alternate theoretical perspective which you believe is appropriate to use in assessing and intervening with persons who have experienced extreme trauma. Explain the underlying assumptions of the theory and defend why you believe it would be an appropriate approach. Identify at least one appropriate intervention/ treatment that might flow from the alternate theory you choose. Be sure to make it clear how the intervention/s you have chosen spring from the theory. Support your discussion of

interventions with empirical evidence...this means you'll be looking to the **current social work literature to determine what kinds of treatment modalities are successfully used**. Use appropriate citations. *The intervention you suggest should be explicitly linked back to the theory you have chosen.*

- Discuss merits and problems of using each approach (an existential approach and the alternate approach you have investigated.) Discuss whether you think these approaches might contradict or complement each other.
- What is your overall reaction to Frankl's work? What did you learn from reading this book? Is Frankl's work applicable to social work practice? Does the existential perspective influence your personal outlook on life and your work with future clients? If so, how?

**\*\*\*This paper must be uploaded via Blackboard by Tuesday, Dec. 7, 11:00 a.m.**

You will be graded on how thoughtfully and well you answer the questions, and on the demonstration of competency in different areas of social work practice. We will discuss the grading rubric in class.

7. **Exams:** There will be two (2) written exams (mid-term and finals) during the semester. **Each exam will count for 15% of your final course grade.** Exams will include a variety of short answer, essay, and multiple choice questions (including application questions) and will draw from texts and assigned articles, as well as in-class lecture, activities, and discussion. You are encouraged to study with your classmates for each exam and will be provided with exam study guides the week prior to each exam.
8. **Participation:** In addition to general class discussion and group activities, students will practice applying various theoretical perspectives to a **common case** used across the undergraduate core curriculum. Students are expected to come to class prepared and to actively participate in classroom discussions and group activities, and to demonstrate growing proficiency in translating abstract theoretical concepts and applying to particular cases

**Small quiz/ assignment due dates quick check—dates subject to change with notice.**

4 Quizzes—9/16; 8/7; 11/16; 11/30

8 Reading check “mini quizzes”—8/31; 9/7; 9/21; 9/30; 10/19; 11/9; 11/23/ 12/2

4 Reflection papers –9/2; 9/23/ 11/11; 12/9

**Class Schedule**  
(Reading may be changed according to class need)

Class/ Date	Topic	Reading and assignments due	In class
<b>WEEK 1</b>			
1 Aug. 26 Thur.	Overview and syllabus review	Buy books	Group exercise 1
<b>WEEK 2</b>			
2 Aug. 31 Tue	Use of theory The social construction of theories Ideology, scientific theory and social work practice Determinism and reductionism	<b>Reading mini-quiz # 1 before 11:00 today, Bb</b> RCC Chapter 1	
3 Sept. 2 Thur.	Framework for understanding theoretical perspectives: person-focused and environment-focused theories	<b>Reflection paper from Group Ex. 1</b> RCC Ch. 13, 422-442	
<b>WEEK 3</b>			
4 Sept. 7 Tue.	Systems Theory and the Ecological Perspective  <b>Introduction of continuing Case X</b>	<b>Reading Mini-quiz 2 (before 11 today)</b> RCC Ch. 2, p. 25-46	
5 Sept. 9 Thur.	Systems Theory and the Ecological Perspective Cont.	RCC Ch. 2, p. 46-62	
<b>WEEK 4</b>			
6 Sept. 14 Tue.	Review of neurobiological concepts from HBSE I Genetics, the brain, and human behavior	Shonkoff— <i>Rethinking nature and nurture</i> (39-56) Bb link	
7 Sept. 16 Thur.	Trauma and chronic stress	<b>Quiz 1 (before 11:00 today)</b> National Traumatic Stress Network-- Child trauma reading (Bb link) Parent-Child Interaction Therapy (Read pages 1-9) from <a href="http://www.childwelfare.gov/pubs/f_interactbulletin/f_interactbulletin.pdf">http://www.childwelfare.gov/pubs/f_interactbulletin/f_interactbulletin.pdf</a>	Perry video  Begin Group exercise 2 Diversity/ Bias



WEEK 5			
8 Sept.21 Tue.	Conflict theory <b>CASE X application</b> <b>Discuss paper 1 rubric</b>	<b>Reading mini-quiz 3 (before 11:00 today)</b> RCC Ch. 3, 63-79	<b>Group Exercise 2:</b> Diversity/Bias
9. Sept. 23 Thur.	Conflict theory cont.	<b>Reflection paper from Group Ex. 2</b> RCC Ch. 3, 79-91	
WEEK 6			
10 Sept. 28  Instructor gone	Empowerment theory	RCC Ch. 4	
11 Sept. 30  Instructor gone	Empowerment theory cont. Feminism and LGBT empowerment theories	<b>Reading mini-quiz 4 (before 11:00 today)</b>  Saltzburg article	
WEEK 7			
12 Tue. Oct. 5	Theories of assimilation and acculturation	RCC Ch. 5, 126-150	
13 Oct. 7 Thur.	Theories of assimilation and acculturation cont.  Cultural Competency	<b>Quiz 2 (before 11:00 today)</b> RCC Ch. 5, 150-161 (Briefly Review Code of Ethics (bring copy to class))	(Study guide provided for midterm)
WEEK 8			
14 Oct. 12 Tue.	Discuss papers Review of theories <b>CASE X application</b>	<b>Paper 1 due</b>	<b>Be prepared to present an overview of your paper to the class!</b>
15 Oct. 14 Thur.	Midterm exam	<b>Reminder: Begin reading <i>Man's Search for Meaning</i></b>	Midterm exam
WEEK 9			

16 Oct. 19 Tue. Mid term	Review Psychodynamic theories from HBSE I  <b>Discussion of continuing Case X</b>	<b>Mini-quiz 5 (before 11:00 today)</b> RCC Ch. 6: pp. 162-163  (Find good psychodynamic application article)	<b>Group exercise 3</b>
17 Oct. 21 Thursday	Review lifespan theories Shame resilience theory GLBT identity development	RCC Ch. 7, 223-245  <b>Reflection paper from Group Ex. 3</b>	
<b>WEEK 10</b>			
18 Oct. 26 Tuesday	Review cognitive theory from HBSE I Cognitive theories in current practice Schemas, scripts, and narratives	Griffith article (internal working models)	
Oct. 28	Cognitive-Behavioral approaches (various applications)		
<b>WEEK 11</b>			
Nov. 2 Tuesday	Behaviorism, Social Learning, and Exchange Theory	RCC, Ch. 11 349-370	
19 Nov. 4 Thursday	Behaviorism, Social Learning, and Exchange Theory cont.	RCC Ch. 11, 370-364 Mini-quiz 6 (before 11:00 today)	
<b>WEEK 12</b>			
20 Nov. 9 Tuesday	Risk and Resilience	Greene chapter Article: to be announced	
21 Nov. 11 Thursday	Risk and Resilience	Walsh article: Family resilience (link on Bb) <b>Quiz 3 (before 11:00 today)</b>	
<b>WEEK 13</b>			
22 Nov. 16 Tuesday	Symbolic Interactionism Labeling theory Role theory	RCC, Ch. 9, 396-313	
23 Nov. 18 Thursday	Symbolic Interactionism Labeling theory Role theory cont.	RCC, Ch 9, 313-323	

WEEK 14			
24 Nov. 23 Tuesday	Phenomenology and Social Constructivism	<b>Reading mini-quiz- 7 (before 11:00 today),</b> Green Ch. 5, pp. 113-128 RCC Ch. 12, pps. 386-394 <b>You should be finished with <i>Man's Search for Meaning</i></b>	Video: Frankl's Choice
T-giving Nov. 25 Thur.	Happy Thanksgiving!!!!	<b>Eat, rest, and be grateful!</b>	
WEEK 15			
25 Nov. 30 Tuesday	Phenomenology and Social Constructivism cont.  Carl Rogers Existentialism	<b>Quiz 4 (before 11:00 today)</b> <b>Bring in two ads that represent social constructs</b> RCC Ch. 10	<b>Group exercise 4:</b> treatment team meeting <b>(Reflection paper done as a group, in class)</b> Slim Hopes: Advertising and the Obsession with Thinness.
26 Dec. 2 Thursday	Transpersonal theories  Discussion of Man's Search for Meaning	RCC ch. 12, 386-396; 410-421 Mini-quiz 8 (before 11:00 today) <b>Final paper due: Frankl</b> <b>****must be uploaded in Bb****</b>	
WEEK 16			
27 Dec. 7 Tuesday	Transtheoretical perspectives: Common factors; Stages of change; emotional regulation  Integration: Social Work Values Compassion <i>and</i> science!	Prochaska & Norcross chapter (on Blackboard or provided in class) Motivational Interviewing interaction techniques (link on Bb)  Evidence-informed practice Howard, Mcmillen & Pollio (2003)	(Study guide provided for final)
28 Dec. 9 Thursday	Integration: From theory to practice; From "big" theories to practice models: DBT, TFCT, Emotion-Focused Therapy, Interpersonal therapy, etc.	RCC 432-440, "Eleven Great Ideas"	
WEEK 17			
Dec. 14 Tue. or Dec. 16 Thur	<b>Final Exam NOT AT REGULAR CLASS TIME: SEE YOUR CLASS SCHEDULE -----&gt;</b>	11:00 class: exam meets Thur. 12/16 <b>10:30 a.m.—1:00</b>  12:30 class: exam meets Tuesday 12/14, <b>1:00 p.m.-3:30</b>	
<b>Final Examination on Dec. 14 or 16—see correct time above</b>			
*Please note: Syllabus may be subject to minor changes throughout the course of the semester.			

## Course Policies

### **Class Format**

Classes will be conducted in a seminar/lecture/discussion format, with some material and quizzes. Students are expected to be actively involved in the knowledge building process and to participate fully in class work session activities. The ability to analyze abstract theoretical concepts and apply them to practice examples depends on engaged, curious participation in all aspects of the course.

### **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.** If an exceptional circumstance occurs that requires the need to arrive late or leave early, please notify the professor.

Class participation will account for 4% of the final course grade. In order to receive full credit for class participation, students should 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 (6<sup>th</sup> 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. Proof reading work is expected prior to the submission of any assignments. While spell-check and grammar-check can be useful, they are not sufficient!

**Grades will be lowered for work submitted not in accordance with these guidelines.** If you struggle with written work, please consider visiting the Writing Center for assistance with your work (<http://www.uky.edu/AS/English/wc/>). The staff at the Writing Center is enormously helpful and willing to work with you to improve your writing – appointments are preferred.

**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. Mini-quizzes, quizzes, exams and assignments on Blackboard will have information about Bb availability and time limits posted. **ALL OF THE READING-CHECK MINI-QUIZZES MUST BE COMPLETED BY 11:00 A.M. OF CLASS DAYS** (mini-quizzes will be unavailable after that and cannot be made up.) **It is the student's responsibility to inform the instructor of an excused absence, preferably in advance, but no later than one week after the absence.**

### **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 your cell phones to vibrate and all other electronic devices off 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. If you are not familiar with the *NASW Code of Ethics*, please obtain a copy of the Code and keep it with your class materials.

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.