## Course Information

Date Submitted: 9/24/2013

Current Prefix and Number: SW - Social Work , SW 422 - HUMAN BEHAVIOR &SOCIAL ENVIRONMENT II

Other Course:

Proposed Prefix and Number: SW 422

What type of change is being proposed?

Major -- Add Distance Learning

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: SOCIAL WORK

b. Department/Division: Social Work

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Karen Badger

Email: kbadger@uky.edu

Phone: 7-2350

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Spring 2014

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: HUMAN BEHAVIOR &THE SOCIAL ENVIRONMENT II

Proposed Title: no changes

c. Current Transcript Title: HUMAN BEHAVIOR &SOCIAL ENVIRONMENT II

Proposed Transcript Title:

d. Current Cross-listing:   none

   Proposed – ADD Cross-listing :

   Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

   LECTURE:  3

   Proposed Meeting Patterns

   LECTURE:  3

f. Current Grading System:   ABC Letter Grade Scale

   Proposed Grading System:   PropGradingSys

g. Current number of credit hours:   3

   Proposed number of credit hours:   3

h. Currently, is this course repeatable for additional credit?   No

   Proposed to be repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin:   This foundation course is the second in the sequence of two social work courses that focus 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.

   Proposed Course Description for Bulletin:   no changes to the description

2j. Current Prerequisites, if any:   Prereq: Open to Social Work Majors; completion of SW 300, SW 421

   Proposed Prerequisites, if any:   no changes to the pre-requisites

2k. Current Supplementary Teaching Component:

   Proposed Supplementary Teaching Component:   No Change

3. Currently, is this course taught off campus?   No

   Proposed to be taught off campus?   Yes

   If YES, enter the off campus address:   UK Center of Excellence for Rural Health, Hazard, Ky

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

   If YES, explain and offer brief rational:   This course will be taught to students located on campus and at the remote location at the same time via ITV.

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

    If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

    If YES, list the program(s) here:

6.  Check box if changed to 400G or 500:  No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based:   No

Interactive Video:   No

Hybrid:   No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|KBADGER|Karen Badger|SW 422 CHANGE College Review|20131005

SIGNATURE|JMETT2|Joanie Ett-Mims|SW 422 CHANGE Undergrad Council Review|20131016

# Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests a change in delivery mode.
All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

| Course Number and Prefix: SW 422 | Date: 9-24-13 |
|---|---|
| | |
| Instructor Name: Contact Person: Karen Badger | Instructor Email: Contact: kbadger@uky.edu |

| | *Curriculum and Instruction* |
|---|---|
| 1. | How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?<br><br>All required elements related to DL are on the syllabus. This course will be taught via ITV and will connect students based in Hazard (Center of Excellence for Rural Health) with those on main campus. The instructor will be available for virtual consult. |
| 2. | How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.<br><br>The students located in the remote location (Hazard) are receiving the same course and using the same syllabus, etc. They will be connected to a small cohort of students on main campus who will be face to face with the instructor. |
| 3. | How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.<br><br>There is an on-site proctor available at the remote site to proctor quizzes and exams and to facilitate other class projects/activities as needed. Each student will have a blackboard account and will be expected to submit written work via safeassign no matter if they are enrolled in the class from the remote area or face to face. |
| 4. | Will offering this course via DL result in 25% or 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?<br>No it will not.<br><br>If yes, which program(s)? |

Abbreviations: TASC = Teaching and Academic Support Center    DL = distance learning    DLP = Distance Learning Programs

| | |
|---|---|
| 5. | How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? |
| | |
| | The course will be delivered at the UK Center of Excellence for Rural Health, which has state-of-the-art ITV rooms available for classroom instruction, as well as a student lounge, study rooms, and a computer lab. The Center also has a Student Services Director to assist students with issues such as financial aid and academic enhancement support. The BASW program of which this course is a part has a dedicated Student Affairs Officer on-site to also assist students. In addition, the Center has ITV staff available to assist students, along with the COSW IT staff person and UK's central Helpdesk. |

| | **Library and Learning Resources** |
|---|---|
| 6. | How do course requirements ensure that students make appropriate use of learning resources? |
| | |
| | This syllabus requires the same elements as the face to face course and will be delivered via ITV. Information is provided on the syllabus that describes how to access the electronic library and other resources. There are student servic es available on the UK Center of Excellence for Rural Health that students in the remote location may access. |
| 7. | Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. |
| | |
| | No laboratory or other special equipment is needed for this course. The students will have access to texts, readings, blackboard, and other learning means the same as the students on main campus. |

| | **Student Services** |
|---|---|
| 8. | How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? |
| | |
| | The syllabus contains information about support resources at main campus and the remote site in the event of technical difficulties. The UK Center of Excellence for Rural Health facility as IT specialists on-site during ITV classes. |
| 9. | Will the course be delivered via services available through the Teaching and Academic Support Center? |
| | |
| | Yes ☒ |
| | |
| | No ☐ |
| | |
| | If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. |

| | |
|---|---|
| | Does the syllabus contain all the required components, below? Yes all items listed below are found on the syllabus |
| | |
| | ☐ Instructor's *virtual* office hours, if any. |
| | ☐ The technological requirements for the course. |
| | ☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). |
| | ☐ Procedure for resolving technical complaints. |
| | ☐ Preferred method for reaching instructor, e.g. email, phone, text message. |

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

|     |     |
| --- | --- |
|     | ☐   Maximum timeframe for responding to student communications. <br> ☐   Information on Distance Learning Library Services ([http://www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS)) <br>      o   Carla Cantagallo, DL Librarian <br>      o   Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) <br>      o   Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu) <br>      o   DL Interlibrary Loan Service: <br>         [http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16) |
|     |     |
| 10. | I, the instructor of record, have read and understood all of the university-level statements regarding DL. <br><br> Instructor Name: Contact person: Karen Badger                     Instructor Signature: |

Abbreviations: TASC = Teaching and Academic Support Center     DL = distance learning     DLP = Distance Learning Programs

## UNIVERSITY OF KENTUCKY
### College of Social Work
#### Course Syllabus
#### SW 422-001: Human Behavior & the Social Environment II (3 credit hours)
#### Spring Semester 2014

Rebecca L. Sanford, MSSA, LCSW
Office: 633 Patterson Office Tower
Phone: 859.323.7484
Office hours: By appointment
rebecca.sanford@uky.edu
*(Preferred contact: email)*

Class Location:  TBD
Time: TBD

### 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 or 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)

**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.

The class will be conducted using interactive video (ITV). ITV is a two-way audio and video technology that allows instructors to conduct real-time classes with students at multiple remote sites. Your instructor will teach in a room located on the main campus that is equipped with microphones, cameras, and screens. Students may be present in the room on main campus and/or connected from the remote site.

**Technical Difficulties**
All remote sites have a site coordinator present to assist with questions and technical difficulties. Questions regarding technical difficulties may be directed towards Willie Bates (606-439-3557, ext. 83596) in Room 218 at the Hazard Center for Rural Excellence, Hazard, Ky. Assistance is also available on main campus via UK's Information Technology Customer Service Center (http://www.uky.edu/UKIT) or 859-218-HELP.

**Instructor Communication**
Email is the preferred contact method for the instructor. Students can expect a response from the instructor (email or calls) within 24 hours on the weekday, and within 48 hours during the weekend or holidays. There will also be virtual office hours by appointment. Please do not hesitate to take advantage of that since we will not be meeting in-person every week.

**Required Texts and Readings:**

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

Robbins, S. P., Chatterjee, P., & Canda, E. R.. (2012). *Contemporary Human Behavior Theory: A Critical Perspective for Social Work (3rd edition)*. Boston: Pearson/Allyn and Bacon.

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

*Supplemental articles (additional articles will be provided throughout the semester):*
1. Child Welfare Committee, National Traumatic Stress Network, (2008). *Child welfare trauma training toolkit: Comprehensive guide (2nd. ed.)*. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

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

3. 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.

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

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

6.  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

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

8.  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.

9.  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

10. Greenberg, Leslie S. and Pascual-Leone, Antonio (2006).  Emotion in psychotherapy:  A practice-friendly research review.  *Journal of Clincal Psychology: In Session,* Vol. 62(5), 611-630.

*11.* Hobfall, S.E. (2002). Social and psychological resources and adaptation. *Review of General Psychology*, 6(4), 307-324.

12. Howard, Mcmillen & Pollio (2003). Teaching evidence based practice: Toward a new paradigm
    for social work education. *Research on Social Work practice*, 13(234).

13. Marcia, J. E. (2002). Identity and psychosocial development in adulthood. *Identity: An International Journal of Theory and Research*, 2(1), 7–28.

14. Perry, Bruce.  Bonding and attachment in maltreated children.  Retrieved from Child Trauma Academy: http:// www.childtrauma.org/ctamaterials/AttCar4_03_v2.pdf

15. 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.

16. 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.

**NOTE:** Additional reading and supplemental materials will be uploaded to Blackboard throughout the semester. You will receive notification that these materials have been posted. You will also be notified if the additional reading is required (and thus could be included on the quizzes and exams) or if the additional reading is merely intended to supplement your understanding of course concepts.  Readings must be done BEFORE CLASS on the date they are listed in the course calendar.  This class relies heavily on your ability to discuss the readings and to engage in group discussion related to reading assignments.

**Distance Learning Library**
Information about distance learning library services can be accessed at
(http://libraries.uky.edu/dlls). The distance learning librarian for the University of Kentucky is
Carla Cantagallo (Carla@uky.edu; 859-257-0500, ext. 2171). All distance learning students
receive link blue and library accounts the same as on campus students. These accounts allow
distance learning students to have remote access via proxy servers to electronic library services
and materials. There is also a library resource tutorial available that is specific to social work and
reviews library services and how to navigate the website: http://libguides.uky.edu/LibGforSW.

| Undergraduate Grading Scale | Grade Components | Value |
|---|---|---|
| | Quizzes (4)* | 36 pts (12%) |
| A = 90-100% | Reading Checks (in class) (6) | 18 pts (6%) |
| B = 80-89% | Group Exercises & Reflection papers (4) | 36 pts (12%) |
| C = 70-79% | Theory paper 1 | 45 pts (15%) |
| D = 60-69% | Theory paper 2 | 45 pts (15%) |
| E = <59% | Midterm Exam | 45 pts (15%) |
| | Final Exam | 45 pts (15%) |
| | Participation | 30 pts (10%) |
| | Total points possible** | 300 (100%) |

**Course Components**
1. **Quizzes:** There will be *a <u>minimum of four (4) in-class quizzes</u>* 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. <u>Additional quizzes may be added
   when/if it is noted that students are not coming to class with material read/ready to discuss.
   These may be incorporated at any time, with no advance warning.</u>
   a. *If additional quizzes are added to the course, each will be worth 9 points
   b. **the total course grade will be calculated based upon the additional quiz points
      possible. (for example, if 1 quiz is added, the total becomes 309 possible points)

2. **Reading Checks:** Because active participation requires knowledge and understanding of
   content, there will be **six (6) reading checks** on the dates identified in the course calendar.
   Reading checks are short written quizzes that occur at the beginning of class on the dates
   identified in the syllabus. You will respond to 1-3 short answer questions, relating your
   answer to the reading for the day. These will be no more than 5-10 minutes of writing. If
   students are not reading, more may be added without notice and will be unannounced.

3. **Group Exercises and Reflection Papers:** Four (4) 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 **individually complete and submit a reflection paper** via
   Blackboard assignments (by 12:00p on the dates indicated in the course calendar), addressing

particular questions posed by the instructor. Details of the group assignments, and the reflection paper questions, will be discussed in class and made available on Blackboard. Exercise topics include:

i) **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

ii) **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

iii) **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

iv) **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:**
    a. **Theory Paper 1**

    Your first theory paper, **due THURSDAY, OCTOBER 17th by 12:00p** 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 6 of the Robbins, Chatterjee, & Canda (RCC) text, but use *at least four* 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 6, 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). You will be graded on your accuracy, completeness, and depth and complexity in answering the questions. Also included in the grading consideration is

your demonstration of competency in different areas of social work practice. Lastly, spelling, grammar, organization, and APA citations will be a factor in the final grade. We will discuss the grading rubric in class.

b. **Theory Paper 2**

This paper is a reaction and analysis paper to Viktor Frankl's *Man's Search for Meaning*. The paper, **due <u>SUNDAY, DECEMBER 8<sup>th</sup> by 12:00p</u>**, 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 must use at least four 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?

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). You will be graded on your accuracy, completeness, and depth and complexity in answering

the questions. Also included in the grading consideration is your demonstration of competency in different areas of social work practice. Lastly, spelling, grammar, organization, and APA citations will be a factor in the final grade. We will discuss the grading rubric in class.

7. **Exams:** There will be **two (2) written exams** 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 at least one week prior to each exam. Dates for the exams are listed in the course calendar.

8. **Participation:** Participation and attendance is worth 10% of the final course grade. <u>**The participation grade is based on attendance, active participation in class discussions and activities, completion of in class and out of class worksheets and activities, and submission of Reading Guides.**</u> In addition to general class discussion and group activities, students will practice applying various theoretical perspectives (which can be applied 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. Students are expected to demonstrate growing proficiency in translating abstract theoretical concepts and applying to particular cases. Various activities, worksheets, and handouts will be required throughout the semester to reinforce course concepts. Completion of these assignments will count towards the overall participation grade.

Reading Guides will be provided for each chapter in the text, with a total of 14 Reading Guides provided throughout the semester. The Reading Guides are intended to assist with your mastery of the course content. **You will be required to submit 10 of the 14 Reading Guides throughout the semester with the option to choose which Reading Guides to submit.** Reading Guides will be included in your participation grade, and <u>will be evaluated for completion not accuracy</u>. **Reading Guides must be uploaded to the appropriate link in Blackboard by 12:00p on the date that the chapter is first required to be read for class.** For example, chapter 2 is required reading for class on both Tuesday, September 17th and Thursday, September 19th. The Reading Guide for chapter 2 must be submitted to Blackboard by 12:00p on Tuesday, September 17th in order for the submission to successfully count towards the Reading Guide requirement.

**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.

**PROTOCOL FOR TURNING IN ASSIGNMENTS**: All written assignments, including the four Group Exercise and Reflection papers, Major Papers 1 and 2, and the Reading Guides, **must be submitted following APA format (6th edition) and are to be uploaded via Blackboard Assignments by 12pm on the due date**. THIS MEANS THAT YOUR PAPER SHOULD BE UPLOADED BEFORE YOU COME TO CLASS. Hard copies will ONLY be accepted if there

is a university-wide blackboard issue that makes submission impossible. For further detail, see the Course Policies, starting on p. 13.

**IMPORTANT NOTE REGARDING EMAIL & BLACKBOARD:**  The University of Kentucky has provided you with a UK email address.  This is the University's primary means for communicating with you as a student.  Should you choose to use your "hotmail" or "yahoo" or other email address not associated with your UK address you are doing so **at your own risk**. Malfunctions with your email or lack of receipt of email from UK sent messages will not be grounds for excusing a student from an assignment, removing a late penalty, etc.  It is strongly recommended that you use your UK email for all university related correspondence.

It is **your responsibility** to ensure that the email address in the Blackboard course is the address that you check regularly.  Announcements related to course content, changes to the schedule, assigned readings, etc. may be sent via Blackboard.  Additionally, you will use Blackboard to submit assignments, check grades, etc.  For further information, see Course Policies, starting on p. 13.

## Course Calendar

NOTE: **Dates subject to change with notice.** Reading may be changed according to class need. Additional articles and supplemental reading will be supplied throughout the semester. Some of the additional articles will be **required reading**, thus you will be expected to know this material for exams and quizzes. Other articles will be supplied as optional readings intended to enhance your understanding of concepts being addressed. You will be notified if supplemental readings are required or optional. **You can expect to have at least one additional required article assigned per chapter in the text.**

| Date | Topics | Readings to be Completed PRIOR to Class | Assignments Due |
|---|---|---|---|
| UNIT 1: INTRODUCTION TO THEORIES IN SOCIAL WORK | | | |
| WEEK 1 | | | |
| Date | Overview and syllabus review | Buy books | |
| WEEK 2 | | | |
| Date | Introduction to theories<br>The social construction of theories<br>Ideology, scientific theory and social work practice<br>Determinism and reductionism<br>Framework for understanding theoretical perspectives<br>Guide for critiquing theories of human behavior<br>The use of theory in social work practice | RCC  Chapter 1 and 14 | **Reading Check 1** |
| WEEK 3 | | | |
| Date | Systems Theory and the Ecological Perspective | RCC Chapter 2 | **Reading Check 2**<br>**Group Exercise and Reflection Paper due** |
| WEEK 4 | | | |

| Date | Cultural Competency Theories of Assimilation and Acculturation | RCC Chapter 6 | **Quiz 1** |
|------|------|------|------|
| **UNIT 2: SOCIOLOGICAL THEORIES** | | | |
| **WEEK 5** | | | |
| Date | Conflict Theory Feminist Theories | RCC Chapter 3 and 5 | **Group Exercise and Reflection 2 DUE** <br> **Reading Check 3** |
| **WEEK 6** | | | |
| Date | Empowerment Theory LGBT Empowerment Theories Midterm Review | RCC Chapter 4 Saltzburg article | **Quiz 2** <br> **THEORY PAPER 1 DUE** <br> **Be prepared to present an overview of your paper in class!** |
| **WEEK 7** | | | |
| Date | Midterm Exam Introduction to *Man's Search for Meaning* | **Reminder: Begin reading *Man's Search for Meaning*** | **MIDTERM EXAM** |
| **SPRING BREAK** | | | |
| **UNIT 3: PSYCHOLOGICAL THEORIES** | | | |
| **WEEK 9** | | | |
| Date | Psychodynamic Theories and Lifespan Development Theories – review from HBSE I <br><br> Shame Resilience Theory GLBT Identity Development | RCC Chapter 7 RCC Chapter 8 | **Quiz 3** |
| **WEEK 10** | | | |
| Date | Cognitive and Moral Development Theories – review from HBSE I Cognitive theories in current practice Schemas, scripts, and narratives Cognitive-Behavioral Approaches <br><br> Neurobiological Concepts – review from HBSE I Genetics, the brain, and human behavior Trauma and chronic stress Risk and resilience | RCC Chapter 9 Shonkoff—*Rethinking nature and nurture* Greene Chapter (resilience) Walsh Article (family resilience) | **Quiz 4** <br><br> **Group Exercise and Reflection 3 DUE** |
| **WEEK 11** | | | |
| Date | Behaviorism, Social Learning, and Exchange Theory | RCC Chapter 12 | **Reading Check 4** |
| **UNIT 4: POST-MODERN THEORIES** | | | |
| **WEEK 12** | | | |
| Date | Phenomenology and Social Constructionism Symbolic Interactionism Labeling Theory Role Theory | Green Ch. 5, pp. 113-128 RCC Chapter 10 & 11 | **Reading Check 5** <br><br> **Bring in two ads that represent social constructs** |

| WEEK 13 | | | |
|---------|---|---|---|
| Date | Existentialism<br>Carl Rogers<br>Humanistic Perspectives<br>Transpersonal Theories<br>Discussion of *Man's Search for Meaning* | RCC Chapter 13 | **Reading Check 6**<br><br>**You should be finished with** *Man's Search for Meaning*<br><br>**Final Theory Paper due by Monday before our next class** |

| WEEK 14 | | | |
|---------|---|---|---|
| Date | Transtheoretical Perspectives: Common factors; Stages of change; emotional regulation<br>Integration: Social Work Values<br>Compassion *and* science!<br>From theory to practice<br>From "Big" theories to practice models: DBT, TFCT, Emotion-focused Therapy, Interpersonal therapy, etc. | RCC Chapter 14<br><br>Supplemental readings TBD | Study guide provided for final exam<br>**Group Exercise and Reflection 4 Due** |

| EXAM WEEK | | | |
|-----------|---|---|---|
| TBD | | | **FINAL EXAM** |

## Course Policies

**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 10% 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. Additionally, the instructor reserves the right to deduct class participation points for students who are texting, updating facebook, sending email, etc. during class.

University Senate Rules on class attendance and absences will be followed. If a student cannot attend class, the student is expected to a) Excuse him/herself by calling (or emailing) the instructor **before** class, and b) be prepared for the following class. You are responsible for obtaining class notes, handouts, and assignments from another class member. Acceptable reasons for excused absences are listed in the Student Rights and Responsibilities Handbook. The instructor has the right to request appropriate verification of such absences. Each absence will result in a deduction of one (1%) point from your final grade (this includes the participation

points for the date missed). Excused absences in excess of one-fifth (1/5) of class hours will results in the student being required to withdraw from the course (University Bulletin, p.145).

**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 written assignments are due at 12pm on the due date and must be submitted by that time. Blackboard will 'time stamp' each assignment. Late assignments will be penalized. Late assignments will be penalized 2 points each day (including weekends and holidays) late unless pre-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 the absence.**

**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.

**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.**

Please be sure that you fully understand what does/does not constitute plagiarism. Attention to this issue is critical in a course that requires you to be able to summarize and document the written work of others to complete your own integrative paper. *A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty*

If you plagiarize and your instructor has proof of said plagiarism, the following actions will be taken:
1. The instructor will check with the registrar's office to see if you have a previous academic offense.
2. If you have a previous academic offense, you will receive, at a minimum, a grade of E/F for the course. The maximum penalty could include an XE/XF and suspension from the University, based upon the discretion of your instructor, the Dean of the College of Social Work and the Provost.
3. If this is your first offense, the instructor will – *at a minimum*: a) impose a score of zero for the assignment, and b) write a "letter of warning" to the student, submitted to the University Registrar's office – this letter stays in the student file and is destroyed upon graduation if there are no subsequent offenses. The MAXIMUM penalty for plagiarism in this course is a grade of XE/EF and/or suspension from the university. The instructor, along with the Dean of the College of Social work and the Provost, will use discretion to determine the penalty on a case-by-case basis.

If you are unfamiliar with what constitutes plagiarism, please review
http://www.uky.edu/Ombud/Plagiarism.pdf and
http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html and consult with your instructor if you have any questions.

**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. Texting/playing on your phone in class can reduce your class participation grade.\*\*\***

**\*\*\* Lap tops and tablets 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. You will also risk participation points.\*\*\***

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.