



## Course Syllabus

SW 301OL

Human Behavior in the Social Environment I

Semester/Year

**Credit Hours: 3**

### **Faculty Information**

First Last, PhD, LCSW

Office hours:

Assistant Professor of Social Work Phone:

Location:

#### **Best way to reach me:**

The best way to reach me is through email:

- email address

#### **Response time:**

- You can expect a response from me within 24-48 hours, excluding weekends. I can sometimes respond to you on evenings/weekends, but not always.

### **Prerequisites**

*Prerequisites for this course include SW280, SOC204, BIO100, and PSY105.*

Required Text & Other Materials

- Zastrow, C. and Kirst-Ashman, K. (2016). Understanding Human Behavior and the Social Environment. 10<sup>th</sup> edition. Cengage Learning.
- Articles and videos as assigned.

## Course Description

Human Behavior and the Social Environment I is the first of two courses in the HBSE sequence. The focus of this course is on individual behavior and the impact of the larger environment on the individual. Special attention is given to the impact of human diversity, discrimination and oppression on the individuals' ability to function in society.

## Generalist Practice

The faculty of the Brescia University Social Work Program is committed to the provision of an educational experience that will train professional Baccalaureate level social workers in generalist practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies outlined by the CSWE EPAS 2015.

## Principal Instructional Techniques

Online instructional methods may include:

- Online learning lessons.
- Individual consultations with instructor.

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input type="checkbox"/> Listening	<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input type="checkbox"/> Skill demonstration	<input type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input type="checkbox"/> Watching	<input type="checkbox"/> Other

- Chat room discussion groups (chat feature).
- Threaded discussions (Discussion Board).
- Cooperative/collaborative learning activities designed by the instructor

## Student Learning Objectives

**SLO 1: Self-Reflection Paper:** Recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. (*Initial*)

**SLO 2: Self-Reflection Paper:** Apply self-awareness and self-regulation to manage the

influence of personal biases and values in working with diverse clients and constituencies. *(Initial)*

**SLO 3: Reading Summary Paper:** Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. *(Initial)*

**SLO 4: Reading Summary Paper:** Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. *(Initial)*

**SLO 5: Human Behavior Theory Paper:** Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. *(Initial)*

**SLO 6: Human Behavior Theory Paper:** Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. *(Initial)*

**SLO 7: Human Behavior Theory Paper:** Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies. *(Initial)*

**SLO 8: Human Behavior Theory Paper:** Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. *(Initial)*

## **Course Requirements**

### **Participation**

\*Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

### **Due Dates for Assignments**

<b>Due Date</b>	<b>Name of Assignment</b>	<b>Weight toward Final Grade</b>
<b>Lesson # 3</b>	Reading Summary	5%
<b>Lesson # 3</b>	Graded Assignment	5%

<b>Lesson # 4</b>	Graded Assignment	5%
<b>Lesson # 5</b>	Human Behavior Theory Paper	10%
<b>Lesson # 5</b>	Graded Assignment	5%
<b>Lesson # 7</b>	Self-Reflection Paper	10%
<b>Lesson # 7</b>	Graded Assignment	5%
<b>Weekly</b>	Discussion Boards	20%
<b>Weekly</b>	Quizzes	20%
<b>Weekly</b>	Synchronous Chats (Required)	15%

### Completion of Assignments

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

There are 8 lessons in this course. You are expected to complete one lesson each week for the duration of the course. In each lesson, you will find at least the following items:

- Assigned reading.
- Writing assignments.
- Questions for thought and discussion.
- A quiz to be completed online within a specified time frame.

You may also find additional materials, such as a glossary of terms and references.

### Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

### Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

### Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

### Weekly Chats

All synchronous chats are held on \_\_\_\_\_ (day) from \_\_\_\_ (pm) to \_\_\_\_ (pm) in the Adobe Connect classroom. The first class meeting is \_\_\_\_\_. The last class meeting is \_\_\_\_\_. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

## Methods of Evaluation

### Description of Course Assignments

Assignment	Description
Reading Summary	<p>The student will be responsible for preparing a 2-3 page typed summary of a reading related to issues of human diversity in working with individuals of minority status. The reading will be chosen by the student, but must be from a social work journal. The summary must include the following elements:</p> <ul style="list-style-type: none"> <li>• Title, author and source of the reading.</li> <li>• The main issues and findings reported in the reading. Special attention should be given to issues of human diversity and populations at risk as presented in the reading.</li> <li>• The relevance of the reading in understanding human behavior and the social environment. The potential relevance of the reading for generalist social work practice.</li> </ul> <p>Related course objectives: SLO 3 &amp; 4; (CSWE Competency 2 K &amp; 4 K)</p>
Human Behavior Theory Paper	<p>The student will prepare a 2-3 page typed paper to discuss how a theoretical perspective would guide the process of engagement, assessment, intervention, and evaluation of the intervention. The student will choose one of the three scenarios listed in Highlight 1.7 in the textbook. Using the list of theoretical perspectives in Highlight 1.9, the student will describe how a social worker would use one of the theories to guide them in addressing the scenario they have chosen. They will identify how the theoretical perspective impacts how they would:</p> <ol style="list-style-type: none"> <li>1. <b>Engage</b> with the client(s) involved,</li> <li>2. <b>Assess</b> the client(s) situation, development, and perspectives,</li> <li>3. Chose an <b>intervention</b> and implement it, and</li> <li>4. <b>Evaluate</b> if the intervention was effective.</li> </ol> <p>Related course objective: SLO 5 – 8; (CSWE Competency 6 K, 7 K, 8 K, 9 K)</p>
Self-Reflection Paper	<p>Paper is to be 5-7 pages, 10 maximum. This paper should be typed, double spaced, using 12point font and in APA style. Spelling, grammar and writing style count heavily in the grading and therefore special attention should be made in completing your work.</p> <p><b>Developmental and Environmental Influences</b></p> <p>This assignment is intended to allow you to address the impact of various issues related to human behavior in the social environment on your personal and professional development.</p> <p>To complete the assignment, write a paper which includes <u>at least</u> the following elements.</p> <ul style="list-style-type: none"> <li>• A general description of yourself as a bio-psycho-socio-cultural being.</li> <li>• A general description of your progress through the life span to this point in time. In other words, in terms of the various phases of the life cycle outlined in this course, where are you now and what phases</li> </ul>

	<p>have you passed through?</p> <ul style="list-style-type: none"> <li>• A brief discussion of your predictions for your progress through the phases of the life span which remain.</li> <li>• A description of related social systems in the larger environment which have influenced your progress (personal and professional development) through the life span.</li> <li>• A description of major environmental events and factors (current and historical) which have influenced your personal and professional development.</li> <li>• The consequences of diversity, discrimination and oppression (personal and professional) on your progress through the life-span and on the development of your personal and professional values.</li> <li>• Overall quality– style, grammar, spelling, neatness, etc.</li> </ul> <p>Related course objective: SLO 1 &amp; 2; (CSWE Competency 1 K &amp; 2 CAP)</p>
Quizzes (8)	Take the quiz at the end of each chapter. Quizzes are multiple choice, can be taken one time only, and are not timed.
Discussion Boards (4)	Each week, you are expected to post a minimum of 3 times in response to a specific prompt. One should be your original post of 300 - 350 words. Standard English spelling, grammar, and punctuation are expected in all posts. Respond to at least 2 other classmates (these can be shorter). Post information that adds to the depth of the discussion. This may be in the form of additional evidence-based information to support or refute the ideas in the post (cite resources); questions seeking clarification or further expansion of the topic; or examples/experiences that provide insight into the topic. Posts that are limited to "I agree" or otherwise lack substance are not sufficient.

### Grading Scale

90 – 100%	= A
80 – 89%	= B
70 – 79%	= C
60 – 69%	= D
< 59%	= F

## Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact \_\_\_\_\_ in the [Office of Disability Services](#) at \_\_\_\_\_ or \_\_\_\_\_ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to "recover" lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and

participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

## Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels
3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

BSW students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

### Examples of Academic Dishonesty

#### Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

#### Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

### Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

### Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any SW course.

### Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

**If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:**

- a) give you an F for the assignment,
- b) give you an F for the course.

In addition, you will be referred to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

### Sexual Assault

Sexual assault of college students, especially female students, is a significant problem. Studies of campus sexual assault indicate that many assaults and attempted assaults are never reported. If you experience sexual assault, I encourage you to report it. If you would happen to share this with me, or if I become aware of it, I want to make sure you know about my legal reporting

requirements. In all instances and to the extent possible, the University will protect the privacy of all parties. That said, under federal law, campus officials, including faculty (with some exceptions) who receive a report of sexual assault, whether from the student involved or a third party, must share that information with the appropriate University authorities for investigation and follow-up. This applies to both on-campus and online students. The University is obligated under the law to investigate the complaint and take appropriate actions to eliminate sexual harassment and sexual assault, prevent its recurrence, and address its effects. The University is obligated to conduct this investigation regardless of the complainant's request regarding confidentiality of the process. Therefore, please know that by law, this is not information that I can keep confidential.

## **HIPAA Policy Statement**

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

## **Class Schedule**

### **Lesson 1: Theoretical Frameworks for Understanding Human Behavior**

Read: Chapter 1

Write: Discussion Board

Quiz: Lesson 1

### **Lesson 2: Social Work Practice with Infants to Young Children**

Read: Chapter 2

Write: Discussion Board

Quiz: Lesson 2

### **Lesson 3: Social Work Practice with Middle Childhood**

Read: Chapters 3 and 4

Write: Graded Assignment

Quiz: Lesson 3

**Due: Reading Summary Paper**

### **Lesson 4: Ethnocentrism, Racism, Gender Roles, Sexism, Sexual Orientation**

Read: Chapters 5, 9, and 13

Write: Graded Assignment

Quiz: Lesson 4

### **Lesson 5: Social Work Practice with Adolescents**

Read: Chapters 6, 7, and 8

Write: Graded Assignment

Quiz: Lesson 5

**Due: Human Behavior Theory Paper**

**Lesson 6: Social Work Practice with Young Adults**

Read: Chapters 10, 11, and 12

Write: Discussion Board

Quiz: Lesson 6

**Lesson 7: Social Work Practice with Midlife Adults**

Read: Chapters 10, 11, and 12

Write: Graded Assignment

Quiz: Lesson 7

**Due: Self-Reflection Paper**

**Lesson 8: Social Work Practice with Older Adults**

Read: Chapters 14, 15, and 16

Write: Discussion Board

Quiz: Lesson 8

**Outcomes Assessment**

<p><b>BU Educational Outcome #1</b>                  Student will demonstrate the ability to think critically, analyze information, and communicate effectively.</p>
<p><b>BU GER Outcome #1</b>                  Student will read perceptively, write clearly and analytically, and speak effectively.</p>
<p><b>BU GER Outcome #2</b>                  Student will think critically.</p>
<p><b>BU GER Outcome #3</b>                  Student will synthesize and process information using traditional and technological tools.</p>
<p><b>BU GER Outcome #6</b></p>

Student will analyze the impact of the events, theories, and traditions that shape human behavior and societies of the world.

**CSWE Competency #4**  
Engage in practice-informed research and research-informed practice

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.	Reading Summary Paper	Initial

**CSWE Competency #6**  
Engage with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.	Human Behavior Theory Paper	Initial

**CSWE Competency #7**  
Assess with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	Human Behavior Theory Paper	Initial

**CSWE Competency #8**  
Intervene with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment

Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	Human Behavior Theory Paper	Initial
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**CSWE Competency #9**  
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	Human Behavior Theory Paper	Initial

**BU Educational Outcome #2**  
Student will attain competence in and apply a field of study in readiness for graduate school or a career in an appropriate field.

**BU GER Outcome #2**  
Student will think critically.

**BU GER Outcome #6**  
Student will analyze the impact of the events, theories, and traditions that shape human behavior and societies of the world.

**CSWE Competency #6**  
Engage with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
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Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.	Human Behavior Theory Paper	Initial
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**CSWE Competency #7**  
Assess with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	Human Behavior Theory Paper	Initial

**CSWE Competency #8**  
Intervene with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	Human Behavior Theory Paper	Initial

**CSWE Competency #9**  
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
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**BU Educational Outcome #3**  
 Student will possess the capacity to adapt to diverse environments.

Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	Human Behavior Theory Paper	Initial
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**BU GER Outcome #3**  
 Student will synthesize and process information using traditional and technological tools.

**BU GER Outcome #6**  
 Student will analyze the impact of the events, theories, and traditions that shape human behavior and societies of the world.

**CSWE Competency #2**  
 Engage diversity and difference in practice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Self-Reflection Paper	Initial

**BU Educational Outcome #4**  
 Student will understand and apply ethical standards in promoting justice and service to others.

**BU GER Outcome #6**  
 Student will analyze the impact of the events, theories, and traditions that shape human behavior and societies of the world.

**CSWE Competency 1**

Engage in ethical and professional behavior.		
Student Learning Outcome	Methods of Assessment	Level of Assessment
Recognize personal values and the distinction between personal and professional values. Understand how personal experiences and affective reactions influence professional judgment and behavior.	Self-Reflection Paper	initial

## Discussion Board GRADING RUBRIC

<b>SW 301 - Discussion Board</b>	<b>Excellent (4)</b>	<b>Competent (3)</b>	<b>Developing (2)</b>	<b>Insufficient (1)</b>	<b>Points</b>
<b>Makes timely posts. (pts deducted for lateness)</b>	Makes at least 1 original post in 300-350 words.	Makes 1 original post in 200-300 words.	Makes 1 original post in <200 words.	Does not make an original post.	
<b>Timely responses to 2 other students on 2 separate days. (pts deducted for lateness)</b>	Responds to at least 2 other students in at least 150 words for each post.	Responds to at least 1 student in 100-150 words for each post.	Responds to at least 1 other student in <100 words for each post.	Does not respond to another student or responds to 2+ students superficially.	
<b>Knowledge</b>	Demonstrates in-depth mastery of the material.	Demonstrates clear, accurate understanding of the material.	Demonstrates incomplete understanding of the material.	Does not demonstrate understanding of the material.	
<b>Analysis</b>	Considers the complexity of the situation/topic. Discusses multiple points of view. Makes connections to activities (audio, reading, interactive) or other learning.	Considers the complexity of the situation/topic. Discusses more than one point of view, but makes no (or superficial) connections to the activities (audio, reading, interactive) or other learning.	Considers the elements of the situation/topic in a concrete way.	Does not consider the various elements of the situation/topic or considers them solely-based upon personal opinion or anecdotal information ("I know a person . . .").	
<b>Grammar &amp; Spelling</b>	Virtually no errors.	1 or 2 minor errors that do not distract from the message.	2+ errors (assuming required length).	Either 2+ errors that significantly distract from the message OR post is so short that lack of errors does not demonstrate skill in this area.	

## Reading Summary GRADING RUBRIC

<b>SW 301 – Reading Summary Paper</b>	<b>%</b>	<b>Excellent (4)</b>	<b>Competent (3)</b>	<b>Developing (2)</b>	<b>Insufficient (1)</b>	<b>Points</b>
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (Comp. 2 K)	40	Excellent discussion of how diversity and difference shape human experience and identity.	Discusses how diversity and difference shape human experience and identity.	Minimal description of how diversity and difference shape human experience and identity.	Fails to describe how diversity and difference shape human experience and identity.	
Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. Understand the processes for translating research findings into effective practice. (Comp. 4 K)	40	Presents a critique of a professional source of knowledge and discusses in detail the implications for generalist practice in Social Work.	Critiques a professional source of knowledge in relation to Social Work practice.	Presents a professional source of knowledge without a critique.	Fails to describe any sources of knowledge from a professional source.	
Correct use of grammar, sentence structure, spelling and punctuation.	20	Almost entirely free of mechanical errors.	Mechanical or structural errors are a distraction, but do not confuse overall understanding.	Mechanical errors present that hinder the connection of ideas.	Many mechanical errors in paper are distracting with no structured flow of ideas.	

## Self-Reflection GRADING RUBRIC

<b>SW 301 – Self-Reflection Paper</b>	<b>%</b>	<b>Excellent (4)</b>	<b>Competent (3)</b>	<b>Developing (2)</b>	<b>Insufficient (1)</b>	<b>Points</b>
Recognize personal values and the distinction between personal and professional values. Understand how	40	Fully identifies self in all elements of bio-psycho-socio-	Identifies self in two or more elements of bio-	Minimal description of self in bio-	Fails to describe self in a bio-	

personal experiences and affective reactions influence professional judgment and behavior. (Comp. 1 K)		cultural context with meaningful examples.	psycho-socio-cultural context with examples.	psycho-socio-cultural context.	psycho-socio-cultural context.	
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (Comp. 2 CAP)	40	Excellent discussion of personal biases and identifies ways to enhance diversity and difference in Social Work practice.	Discusses the role that personal values may play in assessment of and intervention with diverse groups.	Minimal description of diverse groups and related biases.	Fails to describe diverse groups as a subject.	
Correct use of grammar, sentence structure, spelling and punctuation.	20	Almost entirely free of mechanical errors.	Mechanical or structural errors are a distraction, but do not confuse overall understanding.	Mechanical errors present that hinder the connection of ideas.	Many mechanical errors in paper are distracting with no structured flow of ideas.	

## Human Behavior Theory GRADING RUBRIC

<b>SW 301 – Human Behavior Theory Paper</b>	<b>%</b>	<b>Excellent (4)</b>	<b>Competent (3)</b>	<b>Developing (2)</b>	<b>Insufficient (1)</b>	<b>Points</b>
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Understand how personal experiences and affective reactions may impact the ability to effectively engage with diverse clients and constituencies. (Comp. 6 K)	20	Articulates an understanding of engagement in applying knowledge of human behavior in the social environment with two or more specific examples.	Discusses engagement within the conceptual theory and denotes the interdependence with the other competencies.	Minimally discusses engagement without delineation of engagement beyond mentioning one of the theories.	Fails to discuss theories in any of the processes of engagement.	

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Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Understand how personal experiences and affective reactions may affect assessment and decision-making. (Comp. 7 K)	20	Articulates an understanding of assessment in applying knowledge of human behavior in the social environment with two or more specific examples.	Discusses assessment within the conceptual theory and denotes the interdependence with the other competencies.	Minimally discusses assessment without delineation of assessment beyond mentioning one of the theories.	Fails to discuss theories in any of the processes of assessment.	
Understand theories of human behavior and the social environment, and critically evaluate/apply knowledge to facilitate intervention with clients and constituencies. Understand intervention is an ongoing component of the dynamic/ interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. (Comp. 8 K)	20	Articulates an understanding of intervention in applying knowledge of human behavior in the social environment with two or more specific examples.	Discusses intervention within the conceptual theory and denotes the interdependence with the other competencies.	Minimally discusses intervention without delineation of intervention beyond mentioning one of the theories.	Fails to discuss theories in any of the processes of intervention	
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. (comp. 9 K)	20	Articulates an understanding of evaluation in applying knowledge of human behavior in the social environment with two or more specific examples.	Discusses evaluation within the conceptual theory and denotes the interdependence with the other competencies.	Minimally discusses evaluation without delineation of evaluation beyond mentioning one of the theories.	Fails to discuss theories in any of the processes of evaluation.	
Correct use of grammar, sentence structure, spelling and punctuation.	20	Almost entirely free of mechanical errors.	Mechanical or structural errors are a distraction, but do not confuse overall understanding.	Mechanical errors present that hinder the connection of ideas.	Many mechanical errors in paper are distracting with no structured flow of ideas.	