Course title: SW 500: *Human Differences, Social Relationships, Well-Being, and Change through the Life Course*

Semester: Fall 2013

Credits: 3

Course number: 25222

Section: 6

Day: Wednesday evenings

Time: 5:00p-8:00p

Room number & building: #2752; SSWB

Professor: ShariLynn Robinson-Lynk, LMSW, ACSW, MA candidate-LEO Adjunct Lecturer

Email: lynshari@umich.edu

Office hours: By appointment only, please.

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**ABOUT YOUR PROFESSOR:**

**Educational preparation:**

- MSW (health care & gerontology); Wayne State University, Detroit.
- MA (linguistic anthropology); Wayne State University, Detroit.
- BSSW (gerontology & social work); University of Alabama at Birmingham.

**Teaching areas:**

- Social work & diversity (particularly, TBLGQ & People of Color)
- Social work & social justice
- Social work & cultural competence
- Social work & gerontology
- Anthropology (cultural)

**Additional teaching experiences:**

- Adjunct faculty member; Social work, WSU, Detroit, MI
- Adjunct faculty lecturer; Social work, EMU, Ypsilanti, MI
- Continuing education instructor; Social work, WCC, Ann Arbor, MI
- Part-time instructor; Anthropology; WCC, Ann Arbor, MI

**PROFESSORS TEACHING STYLE AND PHILOSOPHY:**

**HIGHER LEARNING (aka CRITICAL THINKING):**

I very rarely use PowerPoint. I also do not stand before you & simply lecture “at you”, while you feverishly take copious notes. Instead, I prefer to be a caring & concerned facilitator of your learning experience which *you* are responsible for. I do this best by bringing up points from the reading which are interesting & noteworthy & encourage seminar-style discussions. You are always strongly encouraged to bring up any & all questions which you might have
from the readings. I will also often include my own experiences as a social worker. I do not, & will not, point out specifics so that you will know exactly what will be on the quizzes/exams, but will make every effort to draw your attention to certain important concepts or particular points of interest; these will be both verbally & then written on the board, every class session. I strongly believe adult learners learn best when they understand concepts and ideas. Thus, I am more concerned with you understanding & applying the social work concepts, theories & methodologies more than I am concerned with your ability to simply regurgitate definitions & terms.

**ROLE AND RESPONSIBILITIES OF YOUR PROFESSOR:**

- Make every attempt to arrive to class on time & begin & end class as scheduled.
- Always treat each student with the dignity & respect she/he deserves.
- Make every/all attempts to ensure each student learns the most she/he can & performs at her/his greatest potential.
- Return all graded assignments within two (2) weeks of receipt.
- Respond to all emails within twenty-four (24) hours of receipt.
  - *(excluding Fridays, weekends & holidays!)*
- Willingly write letters of reference & agree to be an employment reference to those students who have demonstrated a dedication & adequate level of understanding of the course content.
- Make every effort to ensure the classroom is a safe, peaceful, guilt-free, non-judgmental learning environment.
- Comply with all pertinent FERPA (Family Educational Rights & Privacy Act of 1974 aka the Buckley Amendment) to the best of my ability.

**STUDENTS ROLES AND EXPECTATIONS:**

Successful completion of this course requires every student fully participate in all fourteen (14) sessions, actively listen and participate in all class discussions & exercises, take notes as needed & submit all assignments on time. Arriving tardy to class, or leaving class early, is not only disruptive to your classmates & professor, but negatively affects your learning experience. Not attending class at all means your voice & experiences will not be shared with your classmates & your professor. Thus, students enrolled in this course are required to attend each & every class session on time & are expected to remain in the class throughout its entirety; Any/all exceptions to this requirement must be pre-discussed & pre-approved by the professor. If, for whatever reason, you are tardy or absent, it is also your responsibility to connect with other students to receive any missed work. Please do not ask your professor.

**Course Description:**
This course will employ multicultural and critical perspectives to understand individuals, families, and their interpersonal and group relationships, life span development, and theories of well-being, stress, coping, and adaptation. This course will emphasize knowledge about individuals and small social systems and the implications of this knowledge for all domains of social work practice. Students will be introduced to the concepts of risk and protective factors, with relevant examples at the individual and small system levels. Students will also consider
the implications of this knowledge for intervening in social problems and supporting rehabilitation once problems have developed. Major components of the course will be concerned with the processes of oppression, privilege, and discrimination and factors that help people and small social systems to change. The knowledge presented will include the interrelationships between smaller and larger social systems, and in particular, how biological factors and the larger social and physical environments shape and influence individual and family well-being.

**Course Content:**
Content will include selected theories of human behavior, human development, families and small groups, and individual and small system change. Students will consider the processes through which relevant concepts have been developed, the types of knowledge and data that inform different theories, and the current gaps and controversies in biological, behavioral, and social science knowledge and theory. Emphasis will be placed on similarities and differences related to human diversity and dynamics of oppression and privilege, including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. In addition, this course will focus on how individual-level and small system-level factors and processes can facilitate attitudes, beliefs, behaviors, family characteristics, and group processes that either promote multicultural human well-being and social justice or help to recreate inequities and problems.

**Course Competencies and Practice Behaviors:**
This course addresses the following competencies and practice behaviors:

**COMPETENCY 2**—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

2.4 apply strategies of ethical reasoning to arrive at principled decisions

**COMPETENCY 3**—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

**COMPETENCY 4**—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity,
gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences

COMPETENCY 5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

5.1 understand the forms and mechanisms of oppression and discrimination;

COMPETENCY 6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

6.2 use research evidence to inform practice.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
7.2 critique and apply knowledge to understand person and environment.

Course Objectives:
Upon completion of the course, students will be able to begin to:
1. Demonstrate knowledge about and be able to critically analyze relevant theories of human behavior, human development, families and small groups, and individual and small system change through the life course emphasizing similarities and differences and the effects of oppression and privilege. (Practice Behaviors 3.1, 4.1, 5.1)

2. Articulate the concepts of risk and protective factors and give examples at the individual, group, and family levels. (Practice Behaviors 3.1, 7.2)

3. Describe the impact of diverse dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation on risk and protective factors, human development, human interactions, and the structures of small social systems. (Practice Behaviors 3.1, 4.1, 4.3, 5.1)

4. Identify the interrelations among smaller and larger social systems and describe how biological factors and larger social and physical environments interact to influence individual and family well-being. (Practice Behaviors 3.1, 7.1, 7.2)

5. Describe how relevant concepts have been socially constructed, what knowledge and empirical evidence support selected theories, some current gaps in knowledge, and key controversies about these theories and related knowledge. (Practice Behaviors 3.1, 4.1, 4.3, 6.2)

6. Conceptualize how individual and small system factors and processes can either promote multicultural human well-being or recreate inequities and problems. (Practice Behaviors 3.1, 5.1, 7.2)

7. Examine theories of individual, family, and group change and their relevance for all types of social work practice towards a multicultural and socially just world. (Practice Behaviors 3.1, 7.1, 7.2)

8. Discuss typical ethical concerns related to human differences, social relationships, well-being, and change through the life course. (Practice Behaviors 2.4)

**Course Design:**
The instructor for this course will select required and recommended readings. In addition, the instructor will include a range of pedagogical methods, such as participatory discussions, films, written assignments, and experiential exercises related to course materials. Guest speakers may be invited to address special topics.

<p>| Theme Relation to Multiculturalism &amp; Diversity: | Students will examine the ways in which the diverse dimensions affect individuals and small social systems. Emphasis will also be placed on the processes of oppression, privilege, and discrimination, as well as the factors that help people and small social systems to change. Help people and small social systems to change. |</p>
<table>
<thead>
<tr>
<th>Theme Relation to Social Justice:</th>
<th>Students will analyze selected theories in terms of the factors and processes that either promote social justice and change or help to perpetuate inequities and problems.</th>
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</thead>
<tbody>
<tr>
<td>Theme Relation to Promotion, Prevention, Treatment &amp; Rehabilitation:</td>
<td>Students will learn about social problems, as well as the spectrum of interventions and supportive rehabilitation currently used to alleviate these problems.</td>
</tr>
<tr>
<td>Theme Relation to Behavioral and Social Science Research:</td>
<td>Students will critically analyze relevant theories of human behavior, human development, families and small groups, and individual and small system change through the life course. The research supporting these theories will provide a foundation for the content in this course.</td>
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<tr>
<td>Relationship to SW Ethics and Values:</td>
<td>As human development throughout the life course is so profoundly impacted by environmental and social conditions, this course will emphasize the critique and evaluation of various developmental theories from a multicultural perspective and a social justice perspective. This course will also consider potential ethical dilemmas that may arise for social workers working with individuals, families, and small groups. The impact of social conditions and social policy and the need for macro and micro intervention to improve the lives of clients will also be addressed.</td>
</tr>
</tbody>
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Faculty Approved: October 17, 2012

**COURSE MATERIALS:**

- **Required text:**

- **Additional readings and handouts:**
  There may be additional readings and handouts from recent social science journals & pertinent social science texts distributed to students (via CTools) which should be read & noted as being just as important as the required readings from the assigned text.

- **NASW Online readings:**
  There is an assigned reading on the NASW website of the Code of Ethics & the Standards for Cultural Competence. The link can be found on CTools.

- **UM SSW Online readings:**
  There is an assigned reading on the UM SSW website of the mission statement. The link can be found on CTools.

- **Speakers:**
  There will be speakers invited to present information on the related discussion topic for that
course session. They are also asked to share with you their joys and challenges as a social work student and as a social work practitioner. Please be aware that speakers are voluntarily offering their time to share with us. Your respect and appreciation of this through active listening and appropriate questions will be most appreciated. Please note that any information shared with you by the speaker is also pertinent & should be listened to/read as such.

- **Videos:**
  There will be supplemental, but pertinent, videos shown during class. Please note these videos will add to your educational experience and knowledge base of the course subject matter & should be noted as important and viewed as such.

**COURSE POLICY ON ATTENDANCE AND ACTIVE CLASS PARTICIPATION:**

**Attendance:**
As previously stated, attending all class session is paramount for your successful completion of this course. Please note 15% (a maximum total of 15 points) of your final course grade includes *both* attendance & class participation. All students are expected to sign in upon entering the classroom.

Additional notes on signing in:
1. It is your responsibility to sign the attendance sheet at the beginning of every class.
2. Students are not to sign in for one another.
3. Not signing in on the day you were present, means you will be marked absent for that day. Please do not expect me to remember you were present.
4. Signing in & then leaving the classroom, for any reason & for any length of time, without prior approval from your professor & unless during our agreed upon break time(s), will also constitute an absence.

**Participation:**
Attending every session without participating will also hinder you from successfully completing this course. Students should arrive to class prepared to *actively* participate in their learning process. This includes not simply sitting quietly & listening/observing, but posing questions & comments to the professor & other students, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves your active participation in class exercises & activities, as well as any take home assignments.

**Special note about tardiness and absences:**
With the full understanding that the culture of this university includes the observation of “Michigan Time” (meaning, classes generally begin 10 minutes passed the posted start time), anyone arriving to class beyond this time will be considered tardy. Likewise, anyone leaving earlier than our agreed upon ending time, for *any* reason which has not been previously discussed & agreed upon with the professor, will be considered having left class early. Both of these are distracting to your learning colleagues & your professor and it will affect your grade.

That being said, “life happens” & so you are permitted only two (2) tardies or opportunities to leave early without it affecting your grade. Likewise, you are also only permitted two (2) absences, either excused or unexcused, without it also affecting your grade, which may
include a failing grade. In summation, you are also permitted both one (1) tardy and one (1) absence, but not two (2) tardies or two (2) absences.

In conclusion, please know your attendance & active participation will greatly influence your ability to successfully earn the maximum amount of points for the final grade you wish to earn. Thus, adhering to all of the above attendance and participation requirements, every class session, will ensure you earn the full 15% of the attendance & class participation points for this course.

Special note regarding religious/spiritual observances:
Please notify your professor, ahead of time, if you have religious/spiritual observances which may prevent you from being present in class, submitting assignments on the due dates or taking any exams as scheduled so that we can make appropriate arrangements.

Special note about inclement weather:
Your professor will follow the standard inclement weather policies of the university. This means, if the university is closed on the day & during the time this class is to meet, there will be no class. If, however, the university is not closed & you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences; unless it is also the day of an exam or an assignment is due in class, which you will, unfortunately, not be excused from.

STATEMENT ON CONFIDENTIALITY AND CLASSROOM DECORUM:
Due to the possible sensitive nature of some of this course content for some students, all students are expected to maintain confidentiality on all matters discussed in class; though there is no guarantee that all students will follow this expectation. All students are also requested to understand everyone has a different opinion & that we can, & will, discuss what may be perceived as controversial topics without being insulting or dismissive to your professor or fellow students. Students should also recognize that this is a social work course & we are learning what it means to be an effective social worker. With that, please remember, the professor is not asking you to alter your personal value system, opinions or ideas, but will be assessing whether, or not, you understand & comprehend the social work concepts, theories & methodologies discussed in this course. Additionally, all students are also expected to analyze & question information or opinions which vary from theirs through respectful & non-judgmental dialogue. Lastly, all students are expected to refrain from intentionally stating stereotypical & prejudicial remarks as well as engaging in any distracting side bar conversations.

Additionally, students are asked to please adhere to the following requests:

- Silence, or put on vibrate, all cell/mobile phones, and any other electronic devices, & limit all phone usage (including texting) to emergencies only; outside of the classroom, please.
- Permission is granted to eat/drink in class, with the request to please do so quietly & neatly & with the expectation that students will clean up after themselves.
- Permission is granted for laptop computer usage for note taking purposes only; completing other assignments or “surfing the net” during class time is not permitted, at any time.
- Please do not bring children or adult guests to this course without first consulting with the professor; ahead of time.
- **Any student not following the above will be asked to leave immediately & will be marked absent for that evening.**
COURSE POLICY ON LATE ASSIGNMENTS AND MISSED EXAMS:

I will not accept late assignments (including homework and/or papers) without a confirmed medical &/or legal documentation, under any circumstances. Likewise, I will not permit make-up exams without confirmed medical and/or legal documentation. Additionally, make up exams will be different than the exams given to the class. All of this is at the discretion of your professor.

*Students anticipating, or unexpectedly, not submitting an assignment on time, missing a quiz or attempting to take a quiz on the same day, but after it has been given, must contact their professor within 24 hours before it is due/scheduled to make other arrangements. Failure to do so will result in the student earning an automatic zero for that assignment. Additionally, even if permission is granted to submit the assignment late or take the quiz at another time, for any reason, that student may receive an automatic five (5) point reduction per day that the assignment is late or when the quiz is taken.*

STATEMENT ON EXTRA CREDIT:
There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.

STATEMENT ON MID TERM GRADES:
Your college experience should be a wonderful combination of learning and/or improving upon your education & life skills. One very important life skill is responsibility for self. Thus, as opposed to the instructor adding up your grades, I strongly encourage you to do so. Since everything in this course equals 100 points, this should not be a difficult task. However, if you require assistance &/or wish to verify your results, please do not hesitate to ask your professor.

IMPORTANT STUDENT RESOURCES:

Add/Drop Period:
Students may drop/add via Wolverine Access any time after they initially register up until the drop/add deadline (September 26 for fall). Any time students make a change to their original registration, it is their responsibility to notify their advisor of these changes. Once the drop/add deadline is past, students must obtain the signature of the course instructor, their faculty advisor and then the SSW Registrar on a drop/add form, and then they will need to take the form to 1207 LSA building for processing as Web registration will not be possible beyond the drop/add deadline. It is the student’s responsibility to register for the appropriate courses to fulfill the M.S.W. degree requirements.
Incompletes ("I"): Students must finish incomplete coursework within two semesters of enrollment in the class in which they received their initial incomplete. Please see the 2013-2014 Student Guide, Vol. 1 Sec. 8.01.

I: (Incomplete) is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

Note: A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the “I” is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

Academic Difficulty Procedure: When a student fails to maintain good academic standing, she/he is automatically placed on probation. Failing to maintain good academic standing is defined as:
- Having less than a B average (below an overall 5.0 GPA)
- Having accumulated 9 credit hours of incomplete grades
- Having a grade of U in Field Instruction
- Having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

A student is initially informed of automatic academic probation via a letter which informs the student of his/her responsibility to develop an academic plan with her/his academic advisor. For more information on academic difficulty and the procedures involved, please see the 2013-2014 Student Guide, Vol. 1, Sec. 15.

Services for Students with Disabilities: The University's Services for Students with Disabilities (SSWD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. For more information, please visit their website at http://www.umich.edu/~sswd/ or the SSWD Faculty Handbook at http://ssd.umich.edu/files/ssd/SSD_Faculty_Handbook.pdf.
Academic Conduct and Integrity:
Please visit the Student Code of Academic and Professional Conduct at http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1 in the current Student Guide to the Master's in Social Work Degree Program for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Special note about Plagiarism:
Policies governing plagiarism can be found in 2013-2014 Student Guide, Vol. 1, Sec. 12.02. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students’ responsibility to become familiar with the information presented at http://www.lib.umich.edu/academic-integrity/resources-students. Another helpful resource is http://guides.lib.umich.edu/content.php?pid=43469&sid=338261. It would be useful to discuss these issues with students in your classes to help prevent occurrences.

Plagiarism
Plagiarism is representing someone else’s ideas, words, statements or works as one’s own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

- Using or otherwise taking credit for someone else’s work or ideas.
- Using the language of another without full and proper quotation or source citation.
- Implicitly presenting the appropriated words or ideas of another as one’s own.
- Using Internet source material, in whole or in part, without careful and specific reference to the source.
- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
- Self-plagiarism, this is, reusing one’s own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

Writing Help and Tutoring for Students:
Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at micwoods@umich.edu for details.

Advisors and instructors can also refer students to the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit http://www.lsa.umich.edu/sweetland/, email them at sweetlandinfo@umich.edu, or call them at (734) 764-0429.

Another writing resource is the English Language Institute. For more information, please visit http://www.lsa.umich.edu/eli.
Health and Wellness Services:
Health and wellness encompasses situations or circumstances that may impede a student success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Often times, faculty becomes aware of students facing difficulties, and they may not know the best way to help a student. Faculty or students should feel free to contact Health and Wellness Advocates Lauren Davis, LLMSW or Nyshourn Price-Reed, LMSW (laurdavi@umich.edu, ndp@umich.edu, or 734/936-0961) regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Students and faculty can also contact Health and Wellness using ssw.wellness@umich.edu. The MSW Student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

COURSE SESSIONS:

Session #1-Wed. 09.04
Introductions and review of syllabus and course

Session #2-Wed. 09.11
Review of pertinent foundational information
- What is HBSE?
- What is PIE?
- What is the difference between a theory & a perspective?
- What is the Strengths Perspective?
- What is Generalist practice?
- What is social justice?
- Who are the oppressed/marginalized? Reviewing POC & People of different cultures/religious and spiritual beliefs, women & LGBTQ communities)
- Who are the target groups (aka minorities)?
- Who are the agent groups (aka majorities)?
- Review of major social "isms" (classism, racism, heterosexism & ageism)

Exercise: Eco Map

Session #3-Wed. 09.18
Continuation of pertinent foundational information
- CSWE Core Competencies-PDF on CTools
- NASW Code of Ethics-Follow this link: http://www.naswdc.org/pubs/code/code.asp
- NASW Standards of Cultural Competency-PDF on CTools
- SSW Mission statement-Follow this link: http://ssw.umich.edu/about/mission.html
- SSW P.O.D.S.-Follow this link: ?

Exercise: Social Identity Wheel

Session #4-Wed. 09.25
Ch. 1-A Multidimensional Framework
Journal article #1
6:30p-7:30p  SPEAKER: Noor Ali
Session #5-Wed. 10.02  
Ch. 2-The Biophysical Dimension  
Journal article #2  
5p-6p   SPEAKER:  Andrea Lawson

Session #6-Wed. 10.09  
Ch. 3-The Psychosocial Dimension  
Journal article #3  
6p-7p   SPEAKER:  Jaimee Marsh

Session #7-Wed. 10.16  
Ch. 4-The Social Dimension  
Journal article #4  
5p-6p   SPEAKER:  Matt Statman  
*INFORMAL COURSE EVALUATION*  
*QUIZ #1 (In class; Covers core concepts from sessions #1-6)*

Session #8-Wed. 10.23  
Ch. 5-Pregnancy, Birth & the Newborn  
Journal article #5  
5p-6p   SPEAKER:  Amy Homkes-Hayes

Session #9-Wed. 10.30  
Ch. 6-Infancy  
Journal article #6  
6p-7p   SPEAKER:  Timonthy Corvidae

Session #10-Wed. 11.06  
Ch. 7-Early Childhood  
Journal article #7  
5p-6p   SPEAKER:  Staci Daniels-Sommers

Session #11-Wed. 11.13  
Ch. 8-Middle Childhood  
Journal article #8  
5p-6p   SPEAKER:  Will Sherry

Session #12-Wed. 11.20  
Ch.9-Adolescence  
Journal article #9  
6p7p   SPEAKER:  Liz Gonzales

*WED. 11.27---NO CLASS-TAKINGSGIVING BREAK!!!*

Session #12-Wed. 12.04
Ch. 10, 11 & 12-Young Adulthood, Middle Adulthood & Late Adulthood

Session #13-Wed. 12.11—LAST DAY OF CLASS!!
FORMAL COURSE EVALUATION (Please bring your lap top; if you do not have one, please let me know asap!)
QUIZ #2 (In class; Covers core concepts from sessions #7-13)
DISMISSED WHEN YOU COMPLETE YOUR QUIZ!
POTLUCK!!

Session #14-Wed. 12.18
FINAL PAPER DUE
(via CTools by 5:00pm this evening!)

COURSE ASSIGNMENTS:

Quizzes: There will be a total of two (2) quizzes in this course; each being assigned equal weight. The quizzes are not cumulative. The quizzes will include a combination of fifteen (15) multiple choices, true/false, fill in the blank and very short answer questions in response to client-social work vignettes valued at one (1) point each. Please note, while you are responsible for (and you are paying for!) learning all that is presented to you, the purpose of a quiz is to see what you have learned about *some* things, not everything. So, I will not be able to test you on everything we cover during the sessions. Additionally, as opposed to simply asking you to define terminology, I will be more concerned with determining what you understand about some of the primary social work concepts we will cover. So, please, during your studying, make sure you are able to critically think about & apply the concepts, in addition to knowing the meaning of the term.
TOTAL VALUE FOR QUIZZES=30 points

Out of class assignment #1: Mini-paper: Self-reflection (Experiencing intentional minority immersion).
For this assignment, you are asked to intentionally immerse yourself into a single situation where you are in the (numerical) minority. Examples of such instances would include (attending a religious/spiritual service different from your own belief system; visiting a city which is remarkably different than yours in terms of people, socio-economic status & the like; attending an event where the majority of the people do not identify as you such as an event, or place, for those who identify as TBLGQ or a gender which you do not ascribe to, & so on & so forth.
In this mini-paper, you are to first, describe the experience & second, analyze your feelings about the experience.
This mini-paper should be, no more & no less than, TWO (2) typed pages, double-spaced, 12-point professional style font & one (1) inch margins, both horizontal and vertical. This paper should also include a beginning paragraph (introduction). This paper should also include a final paragraph (conclusion) in which you demonstrate your level of insight into this writing experience.
There are to be no references in this mini-paper & you are encouraged to use “I” terminology.
Finally, neatness, grammar, spelling, punctuation & coherence of thoughts will also be taken into account when grading this assignment.
Please express yourself freely; your professor is the only one who will read these papers; they will not be shared with anyone.

**DUE AT ANY TIME DURING THE SEMESTER BUT ON, OR BEFORE, 12.11.13!**
**TOTAL VALUE FOR THIS ASSIGNMENT=10 points**

**Out of class assignment #2:** Mini-paper: Understanding “Others” (Experience in understanding “others”).

For this assignment, you are asked to identify & then write about one (1) incident in your life in which you were in a position of perceived or real power and/or privilege OR one (1) incident in which you were the victim of a discriminatory or prejudicial act OR one (1) in which you were the perpetrator of discrimination or prejudicial act.

In this mini-paper, you are to first, describe the experience and second, analyze your feelings about the experience.

This mini-paper should be, no more and no less than, TWO (2) typed pages, double-spaced, 12-point professional style font and one (1) inch margins, both horizontal and vertical. This paper should also include a beginning paragraph (introduction). This paper should also include a final paragraph (conclusion) in which you demonstrate your level of insight into this writing experience.

There are to be no references in this mini-paper and you are encouraged to use “I” terminology.

Finally, neatness, grammar, spelling, punctuation & coherence of thoughts will also be taken into account when grading this assignment.
Please express yourself freely; your professor is the only one who will read these papers; they will not be shared with anyone.

**DUE AT ANY TIME DURING THE SEMESTER BUT ON, OR BEFORE, 12.11.13!**
**TOTAL VALUE FOR THIS ASSIGNMENT=10 points**

**Final paper:** Multidimensional assessment paper

For this assignment, you are asked to write a multidimensional assessment paper. This paper should focus on a concept or issue relevant to the course that you would like to investigate in greater depth OR you may write a paper in which you apply a multidimensional framework to evaluate the social functioning of a composite client you currently serve in a social work setting or whom you served in the past.

This final paper should be, no more & no less than, FIVE (5) typed pages (excluding the title page and the references), double-spaced, 12-point professional style font and one (1) inch margins, both horizontal & vertical. This paper should also include a title page; a beginning paragraph (introduction) & a final paragraph (conclusion) in which you demonstrate your level of insight into this writing experience.

There are to be, at least THREE (3), but no more than FIVE (5), scholarly references (excluding your text or the journal articles read/reviewed in this class) in this final paper. The most current APA citation format must also be used.
Finally, neatness, grammar, spelling, punctuation & coherence of thoughts will also be taken into account when grading this assignment.

**TOTAL VALUE FOR THIS ASSIGNMENT=35 points**
COURSE ASSIGNMENT CALCULATIONS:

Attendance and participation=15%
Quiz #1=15%
Quiz #2=15%
Mini-paper #1=10%
Mini-paper #2=10%
Final paper=35%
TOTAL=100%

COURSE GRADES:

The University of Michigan, School of Social Work, Master’s Program is on a 9.0 grading scale, which translates as follows:

A+ -----9.0  B+ -----6.0  C+ -----3.0  D -----0
A -----8.0  B -----5.0  C -----2.0  E -----0
A- -----7.0  B- -----4.0  C- -----1.0

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GRADING SCALE:

100-95=A
94-90=A-
89-87=B+
86-83=B
82-80=B-
79-77=C+
76-73=C
72-69=C-
68-65=D+
64-60=D

Please note this syllabus serves as an agreement between the professor and the student, but is subject to change. However, the professor will make every attempt to give ample notification to students.