SOCW 3301: Human Behavior and the Social Environment I (SECTION 003)

**Faculty Information**

**Instructor**

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**E-mail.** [julienagoshi@uta.edu](mailto:julienagoshi@uta.edu) As a general rule, emails received Monday through Friday (not including Holidays) will be returned within 24 hours. Emails received Saturdays, Sundays and Holidays will be returned by the next business day.

**Office Hours.**  In person office hours, Wednesdays 2:30 - 4:30.Please contact the professor at ([julienagoshi@uta.edu](mailto:rtpaguirre@uta.edu)) for a phone, alternative face-to-face time, or video chat appointment.

**Class Descriptions**

**Council on Social Work Education (CSWE) Educational Policy**

**Section 4.3 Human Behavior and the Social Environment.** Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); the ways social systems promote or deter people in maintaining or achieving health and well being; and

**Section 4.0 Values and Ethics.** Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

Links to the SSW BSW Program Goals and Objective include: the full range of social systems, critical thinking, the value base of the profession, practice without discrimination, empirical evidence to understanding individual development and behavior across the life span, and lifelong learning.

**Description of the Course Content**. Exploration of behavioral and social science knowledge of human behavior and development through the life course. Examines major systems in society: individual, group, family, and community; and the diversity of ethnicity, race, class, sexual orientation, and culture.

**BSW Core Competencies Educational Objectives.**

***Educational Policy 2.1.2—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 theprofession, its ethical standards, and relevant law. Social workers:

a. Recognize and manage personal values in a way that allows professional values to guide practice.

***Educational Policy 2.1.3—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:

a. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom.

***Educational Policy 2.1.4—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:

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

***Educational Policy 2.1.6—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 Recognize and manage personal values in a way that allows professional values to guide practice approaches to building knowledge. Social workers:

1. Use research evidence to inform practice.

***Educational Policy 2.1.7—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:

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.

***Educational Policy 2.1.9—Respond to contexts that shape practice.***Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

**Course Catalog Description**

The first of two required human behavior courses that explore, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons from birth through young adulthood.

**Student Learning Outcomes**

After completing this course:

1. Students will demonstrate comprehension of the major organizational scheme of social work reciprocal relationships between human behavior and the social environment.
2. Students will examine, apply, and illustrate culture and society, small group behavior, community and community development, the organizational environment, and the natural environment.
3. Students will examine theoretical frameworks for understanding the interactions between and among various macro systems.
4. Students will examine, apply, and illustrate ways in which macro systems promote or block the achievement and maintenance of health and wellbeing for participants in these systems.
5. Students will distinguish among individuals in terms of race, ethnicity, national origin, social class, religion, physical and mental ability, and sexual orientation, and how a particular person is related or not related to each area.
6. Students will distinguish among the codes and values in the NASW Code of Ethics, including which ones relate directly to human diversity and regard for the worth and dignity of all persons. They will assess and discuss what they think about these requirements for all social workers, and how they plan to apply them in their social work practice.
7. Students will describe their plan for further knowledge development about human behavior and the social environment in communities, organizations, and groups.

**Required Readings**

Required readings are taken from many sources. Book chapters required each week are indicated in both the course calendar later in this document and in the Session folders in Blackboard under Course Materials. Links to readings in addition to book chapters are in the related session folder in Blackboard. The two main books for the course are:

Hutchison, E. D. (2010). *Dimensions of Human Behavior: Person in Environment* (4th Edition). Sage Publications.

American Psychological Association. (2010). *Publication manual of the American*

*Psychological Association* (6th ed.)*.* Washington, DC: American

Psychological Association.

**Your Responsibilities: Accessing the Course and Assignments**

**Class Meeting Time**

Classes are online and you can access them at your convenience. **Note though that there are specific due dates for assignments in the class. Please make a note of these assignment due dates on your calendars.** **You should login to the class website at least twice a week and devote at least 5 hours a week to the class**. To access the class website, go to <http://elearn.uta.edu/>. Login using your UTA NETID. You should see the course in your list of courses.

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**Web Outages**

In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. **In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly.** Most weather events that compromise your web access are foreseeable and should be planned for accordingly.

**Each week, you should:**

1. Check Blackboard at least twice; announcements will be updated on the home page.
2. View the related content in the Session folder under Course Materials. Check both the Content Information and Course Resources tabs for required content.
3. Complete your readings in the required textbook; supplemental readings are noted in Session folders under Course Materials.
4. Complete the assignments for that week. These are designated in Session folders. All assignments will be submitted via Blackboard. Assignment links will be available in the Session folder for that week in the Course Materials.
5. Evaluate whether you understand the course materials. If have questions about the course materials, then please email your questions to the professor ([julienagoshi@uta.edu](mailto:julienagoshi@uta.edu)).

**Attendance, Participation, Assignments, Grading Criteria**

**Attendance and Participation**

Regular access to the course in Blackboard is expected. In borderline grade situations, Blackboard access will count at the professor’s discretion. Actions that undermine your class participation and compromise the sense of intellectual and practice community in the online classroom negatively affect your grade. Actions that undermine your class participation include, but are not limited to: failure to submit assignments in a timely manner, not logging in at least twice weekly to the course website, and disrespectful communication either in person or via electronic means.

**Assignments**

**Assessment of Readiness for an Online Class (10 points).** This assessment is designed to help you judge your readiness for an online class. The assessment will be graded in terms of whether it was completed or not. The Online Course Readiness Assessment is designed to help you see whether or not an online course is a good match for you. The Assessment has multiple parts that cover issues such as time management, comfort with technology, etc. The assessment is available at: <https://esurvey.tlt.psu.edu/Survey.aspx?s=246aa3a5c4b64bb386543eab834f8e75>.

At the end of the assessment, you will receive a summary.

1. Copy and paste this into a Word document. These scores should inform you as to whether an online course is a good fit for your learning needs.
2. In the Word document, include a brief summary of your thoughts on what was produced by this assessment.
   1. What was your reaction to these results?
   2. Do you agree or disagree with the results? Why?
3. Upload the Word document to Blackboard in the designated area of Session 1.

Refer to the Course Calendar in this document for due dates. It is strongly advised that if the results cause you to question your readiness, you should discuss this with the professor. The professor may contact you if she is concerned with your readiness as well. Online learning is not for everyone. The goal of this assessment is to ensure your success!

**Plagiarism Tutorial (10 points).** This tutorial is designed to make you aware of what constitutes plagiarism. This will assist you in avoiding plagiarism in your papers for this class and others.

1. Complete the tutorial available at <http://library.uta.edu/plagiarism/index.html>.
2. Then, complete the quiz at the end of the tutorial.
3. The tutorial provides you with an option to email your certificate to your professor. Please opt to have the system email the certificate to me at [julienagoshi@uta.edu](mailto:julienagoshi@uta.edu) or you may upload the certificate in the space provided in Blackboard under Session 1.

**Discussion Boards.** You must answer at least one of the discussion board questions posted for each session. In addition, you must post responses to at least two postings of your classmates. You may earn up to 10 points each session by participating in the discussion board. There will be 15 Discussion Boards, corresponding with the 15 Sessions of the semester. These can be found in the respective Session folders.

In order to earn the full 10 points in any given session, you must meet the following criteria:

1. Respond to at least one new discussion board question and comment on two postings from your classmates.
2. Connect class readings to your discussions.
3. Demonstrate thoughtfulness and effort in your response.

## Note: Discussions will end on Mondays at 11:59pm, and new discussions will begin on Tuesdays at 12am. I encourage you to respond to other students’ postings and to participate in more than the minimum number of discussions required, as participation will generally enhance your understanding of the material as well as your overall experience in the course

**Quizzes.** There will be 10 short timed quizzes administered during the semester. The quizzes will be open-book, and you may access your notes as well as other resources to complete the quizzes. Each quiz will be worth a total of 10 points; due dates are noted in the Course Calendar later in this document.

**Ethics and Values Assessment.** The full description of this assignment, along with the associated rubric that I will use to grade it, are at the end of this syllabus after the course calendar and on Blackboard in Session 9. For this assignment, you will choose two case studies from the list provided. You MUST use the Hierarchy of Ethical Principals AND the NASW Code of Ethics to answer the following questions for each of your chosen case studies in complete sentences:

* What ethical principals apply to the case study you selected and why?
* As a social worker, how would you handle this situation?

Note 1: Estimated length of about 1 page per case study; each case study is worth 40 points.

Note 2: The paper is to follow APA style.Text citations and reference lists must be in correct APA (6th ed.) format. There are useful websites for assistance with APA in the rubric provided for the paper. ONLY use these websites; the professor does not approve of other websites nor of computer programs which automatically construct citations for you. These usually have errors. The websites on the rubrics are hand-picked by the professor and match her grading criteria. All sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated from any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. If you are not sure when to cite something, visit the website on the rubric about when to cite. Assignments should be carefully proofed for spelling and grammar. You will receive an email notifying you when the respective papers are graded so that you can access feedback on your paper. To access paper feedback, go to “Grades;” click on “score received for assignment;” click on “attachment” next to the category called “Attached Files;” download document the document and you will see feedback with the rubric when you open the document.

**Exams.** There will be both a Midterm (50 points) and a Final Exam (100 points) in this course. Both will be administered online and will include various types of questions such as multiple choice, true/false, short answer and essay.

**Grading Criteria**

**Summary of Points for Assignments.**

15 Discussion Boards: Up to 10 points each for a maximum of 150 points

Online Readiness Assessment: 10 points

Plagiarism Tutorial: 10 points

10 Quizzes: 10 points each

Midterm Exam: 50 points

Ethics and Values Paper: 80 points

Final Exam: 100 points

**Grading Policy.**

1. **Late Policy: Timely submission of assignments is expected. It should be noted that all assignments build on each other. Late assignments (including essays, quizzes, and research papers) will be penalized 10% of the grade for the first 24 hours that they are late. An additional 10% will be deducted for each additional 24 hours an assignment is late thereafter.**
2. **When to Expect Grades:** *In most cases, expect the professor to grade assignments within 2 weeks of the due date; note the department requirement for grading is within 3 weeks of the due date.* If you have questions about your grade, check the grade book on Blackboard. *Do not ask when the professor will assign grades.* FERPA, a federal law that provides privacy to university students, severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person or over MavMail. *Do not call the professor about your grades or email her about them from an email account other than MavMail*.
3. **Incompletes:** Generally, the professor will not grant an “incomplete” grade. The professor assigns “incomplete” grades only in rare circumstances.
4. **Calculating your Final Grade (After all assignments have been graded):** Find the “Total” in Blackboard Grade Center. This is the total number of points you have earned. Find where that number falls in the following grading scale below for your final grade.

A = 450+ = Unusually good and outstanding performance; excellent

B = 400-449 = Very good performance; exceeds the acceptable standard

C = 350-399 = Adequate performance; meets the acceptable standard

D = 300-349 = Barely adequate performance

F = 300 and below = Unacceptable performance

**Suggestions for Earning a Good Grade.** The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

* First, complete the assigned material in the Session folder, i.e., read the chapter and related materials, view the linked videos.
* Second, ask your question regarding the course materials through an email to the professor.
* *Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment.*

Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept *ABC* to mean *DEF*, is this correct? … Does TUV relate to WXY in such and such a manner? *… etc.,*” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? … Do we have to answer all the questions in this assignment? … Why did I get a low grade? … Do we need to buy the book? … etc..”

The course materials, assigned readings, videos and this syllabus are all you require to earn a higher grade in this class. Read and listen to all these materials carefully. This document provides you with directions for completing the assignments and a calendar showing you when each assignment is due.

**Course Syllabus and Due Date Modifications**

Modifications to assignments and the class schedule may be necessary. Modifications to these items and the course syllabus, if needed, will be made after consultation with students.

**UTA Policies**

**Withdrawal**

To avoid receiving a failing grade due to absences, it is the student's responsibility to drop the class according to university guidelines and time frames.

**Adding and Dropping Courses**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**Americans with Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity**

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) “cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services Available**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to [resources@uta.edu](mailto:resources@uta.edu), or visiting [www.uta.edu/resources](http://www.uta.edu/resources).

**E-Culture Policy**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey**

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**Course Calendar/Outline of Major Course Topics and Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Session** | **Book Chapter** | **Topic and Assignment** |
| 8/19/13 | 1 | 1 | Introduction |
| 8/26/13 | 1 | 1 | Introduction  **Online learning assessment** and **Plagiarism Tutorial** due 8/26/13, 11:59pm  **Discussion Board 1 due** 8/26/13, 11:59pm |
| 9/2/13 | 2 | 2 | Strengths  **Quiz** due by 9/2/13, 11:59pm  **Discussion Board 2 due** 9/2/13, 11:59pm |
| 9/9/13 | 3 | 2 | Theoretical Perspectives  **Quiz** due by 9/9/13, 11:59pm  **Discussion Board 3 due** 9/9/13, 11:59pm |
| 9/16/13 | 4 | 3 | Biology; Paradigms and Theories  **Quiz** due by 9/16/13, 11:59pm  **Discussion Board 4 due** 9/16/13, 11:59pm |
| 9/23/13 | 5 | 4 and 5 | Psychosocial Theory  **Quiz** due by 9/23/13, 11:59pm  **Discussion Board 5 due** 9/23/13, 11:59pm |
| 9/30/13 | 6 | 8 and 9 | Social Conformity; Diversity  **Quiz** due by 9/30/13, 11:59pm  **Discussion Board 6 due** 9/30/13, 11:59pm |
| 10/7/13 | 7 | 11 | Groups  **Quiz** due by 10/7/13, 11:59pm  **Discussion Board 7 due** 10/7/13, 11:59pm |
|  | **Half Way There!** | | |
| 10/14/13 | 8 | 10 | Families  **Midterm** due by 10/14/13, 11:59pm  **Discussion Board 8 due** 10/14/13, 11:59pm |
| 10/21/13 | 9 | 4 | Psychology, Ethics and Social Work  **Ethics and Values Paper** due by 10/21/13, 11:59pm  **Discussion Board 9 due** 10/21/13, 11:59pm |
| 10/28/13 | 10 | 12 | Organizations  **Quiz** due by 10/28/13, 11:59pm  **Discussion Board 10 due** 10/28/13, 11:59pm |
| 11/4/13 | 11 | 13 | Communities  **Quiz** due by 11/4/13, 11:59pm  **Discussion Board 11 due** 11/4/13, 11:59pm |
| 11/11/13 | 12 | 7 | Environment  **Quiz** due by 11/11/13, 11:59pm  **Discussion Board 12 due** 11/11/13, 11:59pm |
| 11/18/13 | 13 | 6 | Religion  **Quiz** due by 11/18/13, 11:59pm  **Discussion Board 13 due** 11/18/13, 11:59pm |
| 11/25/13 | 14 |  | **Final Exam** due by 12/2/13, 11:59pm  **Discussion Board 14 due** 11/25/13, 11:59pm |
| 12/2/13 | 15 |  | **Final Exam** due by 12/2/13, 11:59pm  **Discussion Board 15 due** 12/2/13, 11:59pm |

**Ethics and Values Assessment**

**(Due 10/21/13, 11:59pm)**

**Format**

The paper should follow APA guidelines including:

* Cover page with Running Header, properly formatted margins and page numbers
* Properly formatted headings
* Properly formatted in-text and reference page citations
* Where applicable, properly formatted quotations

The paper should demonstrate correct grammar and a clear writing style:

* Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs
* Is concise & clear; does not overuse quotations
* Uses proper sentence structure, length with correct punctuation, especially commas & apostrophes
* Uses correct grammar/ spelling/ no typos; uses terms correctly; good word choice
* Introduces acronyms correctly (e.g. spells out the acronym the first time it is mentioned in the paper)

A Note on APA Style: There are useful websites for assistance with APA in the rubric provided for the paper. ONLY use these websites; the professor does not approve of other websites nor of computer programs which automatically construct citations for you. These usually have errors. The websites on the rubrics are hand-picked by the professor and match her grading criteria. All sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated from any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. If you are not sure when to cite something, visit the website on the rubric about when to cite. Assignments should be carefully proofed for spelling and grammar. You will receive an email notifying you when the respective papers are graded so that you can access feedback on your paper. To access paper feedback, go to “Grades;” click on “score received for assignment;” click on “attachment” next to the category called “Attached Files;” download document the document and you will see feedback with the rubric when you open the document.

**Content**

Students will choose 2 case studies from following list and approach them as if they were the social worker on the case. Students will use the Hierarchy of Ethical Principals and the NASW Code of Ethics to answer the questions for each case study in complete sentences. (Both of these items are available in Blackboard in the respective session for the assignment):

What principles and standards of the Code of Ethics relate to this situation?

What ethical principals from the Hierarchy of Ethical Principles (Loewenberg & Dolgoff, 1996) apply to the case study you selected and why? (at least 5 sentences)

As a social worker, how would you handle this situation using the Hierarchy to guide you? (at least 3 sentences)

1. **Cheryl’s Brain Injury (p. 74 of your textbook):** Cheryl’s family have met with you about Cheryl. You told them you could not discuss details of her case due to confidentiality. They said they understood but wanted to talk with you anyway. They noted that, given Cheryl’s new confrontational demeanor and the circumstances, they would like for you to tell Cheryl that she will not return to active duty and that Sean is marrying someone else. They are afraid she might hurt Sean or his future fiancé.
2. **Melissa’s HIV Diagnosis (p. 75 of your textbook):** Melissa has told you that she does not want to tell her fiancé. She wants to break up with him; She thinks that since they have not had unprotected sex, he does not need to know. She believes he has no future with her given her diagnosis and she thinks he will break up with her anyway if he finds out. She says she’d rather walk away than deal with him leaving her for the diagnosis.
3. **Max’s Post-Polio Syndrome (p. 76 of your textbook):** Max has continued to struggle and is now alluding to suicide. In session, he told you he has had enough and does not want to go on. He has noted that he thinks his family would be better off with him dead since his life insurance would pay the bills. He has already looked over his plan and, since he’s had it for more than 2 years, his family would still receive the money even if he suicides.
4. **Intergenerational Stresses in the McKinley Family (p. 35 of your textbook):** You looked into the community program and believe it would help the McKinleys. You tell them of the program in the next session. They are excited but think they have a better shot if you call for them. They beg you repeatedly to make the call.
5. **Trudy’s Search for the Sacred (p. 167 of your textbook):** Trudy is now seeing you to aid in her search. Though she finds peace in her spiritual practices, she still is sometimes plagued by her previous hardships. She feels talking with someone about those hardships will help her let them go. In your discussions, she talks about the positive impact her spiritual practices have on her. One day, in session, you mention in passing that you are too busy and too stressed. She turns the attention to you and invites you to her Sangha and her yoga classes.
6. **Leon’s Two Worlds (p.** **167 in your textbook):** Leon is seeing you for help. He has chosen you because you work at the counseling center affiliated with his church. He asks you to explain why the church teaches as it does about homesexuality. He wants to understand better the theological underpinnings of the teachings as he feels it will help him with his struggles.

**Ethics and Values Assessment Rubric**

|  |  |  |
| --- | --- | --- |
| **Item** | **Points Possible** | **Points Earned** |
| **Format** | | |
| Follows APA Rules (Websites are provided for each bullet for assistance):   * Margins, page numbers, and font: <http://owl.english.purdue.edu/owl/resource/560/01/> * Cover Page, running head: <http://owl.english.purdue.edu/owl/resource/560/01/> * Headings: <http://owl.english.purdue.edu/owl/resource/560/16/n> * Citations (in-text and reference page) * When to cite: <http://libraries.uta.edu/ebarker/flashPlag/> * In-text: <http://owl.english.purdue.edu/owl/resource/560/03/> * Reference page: <http://owl.english.purdue.edu/owl/resource/560/01/> * Electronic resources: <http://owl.english.purdue.edu/owl/resource/560/10/> * Properly formatted quotations where applicable: <http://owl.english.purdue.edu/owl/resource/560/02/> | 6 |  |
| Grammar, Usage, and Writing Style   * Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs * Is concise & clear; does not overuse quotations * Uses proper sentence structure, length with correct punctuation, especially commas & apostrophes * Uses correct grammar/ spelling/ no typos; uses terms correctly; good word choice * Introduces acronyms correctly (e.g. spells out the acronym the first time it is mentioned in the paper) | 2 |  |
| **Total Points Earned (8 Points Possible** |  | |
| **Content** | | |
| **Case Study 1** | | |
| Listed ethical principles and standards using NASW code of ethics. | 9 |  |
| Described why these listed ethical principles and standards apply to the case study selected. | 9 |  |
| Used the Hierarchy of Ethical Principles to answer questions to delineate how would handle this situation as a social worker. | 18 |  |
| **Total Points Earned (36 Points Possible)** |  | |
| **Case Study 2** | | |
| Listed ethical principles and standards using NASW code of ethics. | 9 |  |
| Described why these listed ethical principles and standards apply to the case study selected. | 9 |  |
| Used the Hierarchy of Ethical Principles to answer questions to delineate how would handle this situation as a social worker. | 18 |  |
| **Total Points Earned (36 Points Possible)** |  | |
| **Grand Total For Assignment (Content and Format Points)** |  | |