



**STATE OF WISCONSIN**  
Department of Safety and Professional Services  
1400 E Washington Ave.  
Madison WI 53703

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**Governor Scott Walker      Secretary Dave Ross**

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Voice: 608-266-2112 • FAX: 608-267-3816 • TTY: 608-267-2416

**SOCIAL WORKER SECTION**  
**OF THE**  
**MARRIAGE AND FAMILY THERAPY, PROFESSIONAL COUNSELING**  
**AND SOCIAL WORK JOINT EXAMINING BOARD**  
**Contact: Dan Williams (608) 266-2112**  
**Room 121C, 1400 E. Washington Avenue, Madison WI**

**MAY 16, 2012**

**11:00 AM**

**AGENDA**

**ADJOURN TO CLOSED SESSION PURSUANT TO WISCONSIN STATE STATUTES**  
**19.85(1)(a)(b)(f) and (g)**

Review of applications

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**Contact: Dan Williams (608) 266-2112**  
**Room 121C, 1400 E. Washington Avenue, Madison WI**

**MAY 17, 2012**

*Notice: The following agenda describes the issues that the Section plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of the actions and deliberations of the Section.*

**AGENDA**

**8:30 AM**

**SOCIAL WORKER SECTION SCREENING PANEL**

1. Call Open Session to Order.
2. Convene to Closed Session to consider discipline (s. 19.85(1)(b), Stats., and to consider individual histories or disciplinary data (s. 19.85(1)(f), Stats.
  - i. Screen complaints received from the public against credential holders.  
The panel consists of 2 Section members and Department staff.
3. Reconvene to Open Session.
4. Vote on items considered or deliberated upon in Closed Session.
5. Adjournment

**9:00 AM**

**MEETING OF THE SOCIAL WORKER SECTION**

**OPEN SESSION - CALL TO ORDER – ROLL CALL**

- A. **Approval of Agenda (1-6)**
- B. **Approval of Minutes of April 11, 2012 (7-12)**
- C. Secretary Matters
- D. **Administrative Matters**
- E. **Introductions, Announcements, and Recognition:**
  - 1) Recognition of Daryl Wood – Public Member

- F. **Review of Social Worker Training Certificate (SWTC) Syllabi for Approval:**
  - 1) Edgewood College (**13-52**)
  - 2) St. Norbert College (**53-154**)
  - 3) University of Wisconsin - Platteville: Amended Syllabus for PSYCH 4930 (**155-162**)
  - 4) University of Wisconsin – Stout (**163-182**)
  - 5) Upper Iowa University (UIU) (**183-428**)
- G. **Section Creation and Prioritization of Goals for 2012 (429-432)**
- H. **Section Discussion as to the Potential Loss of Institutional Knowledge Upon Section Member Departures (433-436)**
- I. **Section Review and Discussion of Possible Updates to the “Social Work Section File Review” Materials Folder (437-438)**
- J. **Discussion and Clarification of Licensed Clinical Social Work (LCSW) Licensing Procedures (439-440)**
- K. **Review of Proposed Revisions to the Application Forms for Obtaining a Social Work Training Certificate (SWTC) and Consideration of Additional Modifications (441-442)**
- L. **Legislation/Administrative Rule Matters**
- M. **Discussion on Possible Website Improvements and Review of Frequently Asked Questions Relating to the Scope of Practice of Social Work**
- N. **Discussion of Social Work Educators and Trainers Choosing not to Maintain Professional Credentials in Wisconsin and Communication Methods**
- O. **Discussion and Review as to the Interpretation of MPSW 8.03(2)e, Wis. Admin. Code (443-444)**
- P. **Speaking Engagement(s), Travel, or Public Relation Request(s)**
- Q. **Informational Item(s)**
- R. **Screening Panel Report**
- S. **Items Received After Printing of the Agenda**
  - 1) Introductions, Announcements, and Recognition
  - 2) Class 1 Hearings on Denial of Applications for Licensure
  - 3) Presentations of Petition(s) for Summary Suspension
  - 4) Presentation of Proposed Stipulation(s), Final Decision(s) and Order(s)
  - 5) Presentation of Proposed Final Decision and Order(s)
  - 6) Review for Approval: Psychometric Testing
  - 7) Informational Item(s)
  - 8) DOE Matters

- 9) Education and Examination Matters
- 10) Credentialing Matters
- 11) Practice Questions/Issues
- 12) Legislation/Administrative Rule Matters
- 13) Liaison Report(s)
- 14) Speaking Engagement(s), Travel, or Public Relation Request(s)

T. New Business

U. **Public Comments**

**CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.; consider closing disciplinary investigation with administrative warning (s. 19.85(1)(b), Stats. and 440.205, Stats., to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.; and, to confer with legal counsel (s. 19.85(1)(g), Stats.)**

V. **Deliberation on Monitoring Matters: (445-446)**

- 1) Denise L. Bailey, C.S.W. – Consideration of Ethics Consultation Report **(447-468)**
- 2) Bradley W. Knapp, A.P.S.W. – Requesting Termination of Suspension **(469-492)**

W. **Application Reviews:**

- 1) **12:30 P.M. APPEARANCE** – Shannon Cole, Applicant – Application for Licensed Clinical Social Worker (LCSW) **(493-500)**
- 2) **1:00 P.M. TENTATIVE APPEARANCE** – Michelle Stoneburner, Applicant, and La Causa Staff – Michelle Stoneburner – Application for Licensed Clinical Social Worker (LCSW)

X. **Deliberation on Proposed Stipulations, Final Decisions and Orders:**

- 1) Bruce E. Baumann, L.C.S.W. (12 SOC 038) **(501-506)**
- 2) Erika M. Carrizales, C.S.W. (12 SOC 034) **(507-514)**
- 3) David Hamilton, L.C.S.W. (11 SOC 020) **(515-520)**
- 4) Kennan F. Horn, L.C.S.W. (08 SOC 012 & 09 SOC 028) **(521-526)**
- 5) Sharon M. Jarosz, C.S.W. (12 SOC 069) **(527-532)**
- 6) Edna M. Kalmon (12 SOC 066) **(533-540)**
- 7) Bernadette Miller (12 SOC 014) **(541-548)**
- 8) Marina H. Peacock (12 SOC 013) **(549-554)**
- 9) Pamela S. Seis (12 SOC 003) **(555-560)**
- 10) Andrea M. Urbon (12 SOC 024) **(561-566)**

Y. **Deliberation on Proposed Administrative Warnings:**

- 1) 10 SOC 022 **(567-568)**
- 2) 12 SOC 007 **(569-570)**
- 3) 12 SOC 032 **(571-572)**
- 4) 12 SOC 043 **(573-574)**
- 5) 12 SOC 045 **(575-576)**
- 6) 12 SOC 046 **(577-578)**
- 7) 12 SOC 052 **(579-580)**
- 8) 12 SOC 063 **(581-582)**
- 9) 12 SOC 068 **(583-584)**

Z. Deliberation on Proposed Final Decisions and Orders - None

AA. Deliberation of Items Received After Printing of the Agenda:

- 1) Application Issues and/or Reviews
- 2) Class 1 Hearings
- 3) Professional Assistance Procedure (PAP)
- 4) Monitoring Matters
- 5) Proposed Stipulations, Final Decisions and Orders
- 6) Administrative Warnings
- 7) Orders Fixing Costs/Matters Related to Costs
- 8) Proposed Final Decisions and Orders
- 9) Petitions for Summary Suspension
- 10) Petitions for Re-hearings
- 11) Examination Issues
- 12) Credential Matters
- 13) Appearances from Requests Received or Renewed
- 14) Motions

BB. **Review and Approval of Applications**

CC. **Division of Enforcement:**

- 1) Case Status Report
- 2) Case Closings

DD. Consulting with Legal Counsel

**RECONVENE INTO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION**

Voting on Items Considered or Deliberated on in Closed Session, If Voting is Appropriate

DOE – Signature Collection

II. Other Section Business

**ADJOURNMENT**

**SOCIAL WORK SECTION  
MEETING MINUTES  
APRIL 11, 2012**

**PRESENT:** Eric Alvin, Nicholas Smiar, Daryl Wood, Barbara Viste-Johnson

**STAFF:** Dan Williams, Executive Director; Colleen Baird, Legal Counsel; Michelle Solem, Bureau Assistant; Sharon Henes, Paralegal; and other Department staff

**GUESTS:** Daryl Haessig and Cindy West, Upper Iowa University; Chuck Zastrow, George Williams College; Kyle Kleist, Amanda Barnett, Jeff Sweat, Richard Tyson and Bruce Pamperin, UW-Stout; and Elizabeth Gates, Joan Riedle, Valerie Gill-Mast, Mark Wruble and Tom Caywood, UW-Platteville

**CALL TO ORDER**

Eric Alvin, Chair, called the meeting to order at 9:00 a.m. A quorum of four (4) members was present. Mr. Alvin welcomed Barbara Viste-Johnson to the meeting. Ms. Viste-Johnson provided the Board with a brief background.

**APPROVAL OF AGENDA**

**Amendments to the Agenda:**

- Item “V” (closed session) - Remove Item V(1)

**MOTION:** Nicholas Smiar moved, seconded by Daryl Wood, to approve the agenda of April 11, 2012 as amended. Motion carried unanimously.

**APPROVAL OF MINUTES OF DECEMBER 12, 2011**

**MOTION:** Daryl Wood moved, seconded by Nicholas Smiar, to approve the minutes of January 11, 2012 as published. Motion carried unanimously.

**ADMINISTRATIVE MATTERS**

**1) Section Appointments Resulting from Replacement of George Kamps**

Eric Alvin appointed Barbara Viste-Johnson to serve as a credentialing liaison to replace George Kamps.

Dan Williams reminded the Section that the May Section meeting will be held on May 17 with application review on May 16. He also indicated that the July Section meeting will be July 18 with application review on July 17. The Joint Board meeting will be on July 17.

**REVIEW OF SOCIAL WORKER TRAINING CERTIFICATE (SWTC)  
SYLLABI FOR APPROVAL**

1) **UW Platteville: PSYCH 2930, PSYCH 4930, PSYCH 4950, CRIMJUS 4540 and CRIMJUS 4630**

Staff from UW-Platteville appeared before the Section. They made a correction to the application (page 21 of the agenda) to change CRIMJUS 4630 to CRIMJUS 4530. It was also suggested that the students participate in a writing project relative to Social Welfare Policy. Eric Alvin indicated that the Rules developed by the Section included ethics as part of the curriculum and noted that it should be specifically listed. Elizabeth Gates was added as an instructor for approval at the meeting. Platteville will follow-up with corrected documentation.

**MOTION:** Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to approve the courses PSYCH 2930, PSYCH 4930, PSYCH 4950, CRIMJUS 4540 and CRIMJUS 4630 as submitted by UW-Platteville with changes recommended including the approval of Elizabeth Gates as instructor for 4930. Motion carried unanimously.

2) **UW Stout: HDFS 101, HDFS 420, HDFS 490, HDFS 491 and Program Plan Sheet**

The Section discussed the process for obtaining the training certificate. After discussion, the Section requested that a third methods course be submitted by UW-Stout for consideration at the May 17 Social Work Section meeting.

**MOTION:** Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to approve the UW-Stout Human Development and Family Studies as another human service degree program in accordance with MPSW 3.13(1)(a)1.a. contingent upon an acceptable third methods course being submitted. Motion carried unanimously.

3) **UW Stout: Rehab 480 and Program Plan Sheet**

**MOTION:** Nicholas Smiar moved, seconded by Daryl Wood, to approve the UW-Stout Vocational Rehabilitation Degree Program as another human service degree program in accordance with MPSW 3.13(1)(a)1.a. contingent upon an acceptable third methods course being submitted. Motion carried unanimously.

4) **UW Stout: SW 205, SW 420, SW 430, SW 440, Soc 110, Soc 350 and Soc 400**

**MOTION:** Nicholas Smiar moved, seconded by Daryl Wood, to approve UW-Stout Courses SW 205, SW 420, SW 430, SW 440 as meeting the requirements for Social Work courses as required by MPSW 3.13(2). Motion carried unanimously.

## SECTION CREATION AND PRIORITIZATION OF GOALS FOR 2012

The Section decided to have each member review the goals list and send recommendations, including a prioritization of the goals to Dan Williams. A compilation of the results will be up for discussion at the next meeting.

### SECTION DISCUSSION OF SUPERVISORY STANDARDS

#### 1) Review and Consideration of Supervisory Forms

The Section discussed this item as a result of the Motion from the Joint Board meeting on April 10, 2012. Options were discussed as to the distribution of information as to the new forms. The Section directed that in Item 7, it should be changed to read, "In what manner will the applicant be able to change or recommend changing the client's diagnosis? If no authority to change or recommend change (including DSM), please explain."

**MOTION:** Daryl Wood moved, seconded by Barbara Viste-Johnson, to request that the department create an e-mail blast to licensees that would include a link to the supervisory forms. Motion carried unanimously.

**MOTION:** Nicholas Smiar moved, seconded by Daryl Wood, to authorize Barbara Viste-Johnson to assist Jan Neitzel in refinement of materials explaining the supervisory forms to be included in the letter of notice of receipt of a PSW and at the request of a licensee. Motion carried unanimously.

**MOTION:** Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to request that the department post the pre-licensure supervisory forms to the website and to e-mail all certified and licensed social workers an update related to the availability of the forms on the website. Motion carried unanimously.

### LEGISLATION/ADMINISTRATIVE RULE MATTERS

The Section asked for clarification as to the seat currently held by Nicholas Smiar

**MOTION:** Barbara Viste-Johnson moved, seconded by Daryl Wood, to affirm the prior motion of the Social Worker Section to request a change to the Section's composition to remove the requirement that one member be a CISW and to allow that seat to be filled by a CISW or LCSW. Motion carried unanimously.

### SPEAKING ENGAGEMENT(S), TRAVEL, OR PUBLIC RELATION REQUEST(S)

#### 1) Speaking Engagement Request: Consider Designation of Section Member to Speak at the Wisconsin Council on Social Work Education (WCSWE) Annual Conference – Chula Vista Resort – Wisconsin Dells – April 12-13, 2012

**MOTION:** Daryl Wood moved, seconded by Barbara Viste-Johnson, to designate Nicholas Smiar as the Section's delegate to speak on behalf of the Section at the Wisconsin Council on Social Work Education (WCSWE) Annual Conference in Wisconsin Dells, April 12-13, 2012. Motion carried unanimously.

## INFORMATIONAL ITEM(S)

- 1) **Review of Circuit Court Decision Regarding the Estate of Judy A. Hammersley v. Wisconsin County Mutual Insurance Corp.**

Colleen Baird provided the Section with a case overview for information purposes only.

### SCREENING PANEL REPORT

Daryl Wood indicated that one case was screened.

#### NEW BUSINESS

Eric Alvin indicated that he had sent the letter to Mary Jo Walsh thanking her for her service to the Section.

**MOTION:** Nicholas Smiar moved, seconded by Daryl Wood, to send a letter to George Kamps thanking him for his service to the Section and Board. Motion carried unanimously.

#### PUBLIC COMMENTS

Representatives from Upper Iowa University told the Section that they will be bringing their program to the Section for review at a future meeting of the Section.

#### CONVENE TO CLOSED SESSION

**MOTION:** Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to convene into closed session to deliberate on cases following hearing (s. 19.85(1)(a), Stats.; consider closing disciplinary investigation with administrative warning (s. 19.85(1)(b), Stats. and 440.205, Stats., to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.; and, to confer with legal counsel (s. 19.85(1)(g), Stats.) Roll Call Vote: Eric Alvin-yes; Nicholas Smiar-yes; Daryl Wood-yes; and Barbara Viste-Johnson-yes. Motion carried unanimously.

The Section convened into Closed Session at 12:37 p.m.

#### RECONVENE TO OPEN SESSION

**MOTION:** Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to reconvene into open session at 4:40 p.m. Motion carried unanimously.

### VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION IF VOTING IS APPROPRIATE

## APPLICATION REVIEWS

1) **12:30 P.M. TENTATIVE APPEARANCE – Michelle Stoneburner, Applicant, and La Causa Staff – Michelle Stoneburner – Application for Licensed Clinical Social Worker (LCSW)**

**MOTION:** Barbara Viste-Johnson moved, seconded by Daryl Wood, to obtain the following information related to Michelle Stoneburner's LCSW application, redacted for purposes of confidentiality:

1. Initial Diagnostic Evaluations
2. Treatment Plan and Reviews
3. Progress Notes
4. Discharge Summaries
5. Logs of Clinical Psychotherapy Hours

Motion carried unanimously.

### **DELIBERATION ON PROPOSED STIPULATIONS, FINAL DECISIONS AND ORDERS**

1) **Kathy A. Dain (11 SOC 076)**

**MOTION:** Nicholas Smiar moved, seconded by Daryl Wood, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against Kathy A. Dain (11 SOC 076). Motion carried unanimously.

2) **David R. Egener (10 SOC 049)**

**MOTION:** Daryl Wood moved, seconded by Nicholas Smiar, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against David R. Egener (10 SOC 049). Motion carried unanimously.

3) **Erica M. Schoch (11 SOC 080)**

**MOTION:** Daryl Wood moved, seconded by Barbara Viste-Johnson, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against Erica M. Schoch (11 SOC 080). Motion carried unanimously.

4) **Stephanie L. Sir (12 SOC 005)**

**MOTION:** Daryl Wood moved, seconded by Nicholas Smiar, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against Stephanie L. Sir (12 SOC 005). Motion carried unanimously.

## **DELIBERATION ON PROPOSED ADMINISTRATIVE WARNINGS**

**MOTION:** Nicholas Smiar moved, seconded by Daryl Wood, to issue an administrative warning in the matter of case # 11 SOC 086. Motion carried. Barbara Viste-Johnson recused herself from deliberations and the vote.

**MOTION:** Nicholas Smiar moved, seconded by Daryl Wood, to issue an administrative warning in the matters of cases 12 SOC 009, 12 SOC 011, 12 SOC 015, 12 SOC 018, 12 SOC 019, 12 SOC 023, 12 SOC 028, 12 SOC 030, 12 SOC 039 and 12 SOC 057. Motion carried unanimously.

## **DELIBERATION ON PROPOSED FINAL DECISIONS AND ORDERS**

1) **Allen Hentz, Division of Hearing and Appeals (DHA) Case # SPS-11-0054; Division of Enforcement (DOE) Case #s 10 SOC 013 and 10 SOC 055**

**MOTION:** Daryl Wood moved, seconded by Barbara Viste-Johnson, to adopt the Findings of Fact, Conclusions of Law, Proposed Decision and Order, in the matter of disciplinary proceedings against Allen Hentz, Division of Hearing and Appeals (DHA) Case # SPS-11-0054; Division of Enforcement (DOE) Case #s 10 SOC 013 and 10 SOC 055. Motion carried unanimously.

## **DELIBERATION OF ITEMS RECEIVED AFTER PRINTING OF THE AGENDA**

### **REVIEW OF APPLICATIONS FOR LICENSURE**

The Section reviewed pending application files.

### **DIVISION OF ENFORCEMENT**

1) **Case Status Report**

The Section received and reviewed its case status report.

2) **Case Closings**

**MOTION:** Nicholas Smiar moved, seconded by Daryl Wood, to close the following cases according to the recommendations by the Division of Enforcement:

- |                    |                     |
|--------------------|---------------------|
| 1. 11 SOC 073 – P2 | 7. 12 SOC 026 – NV  |
| 2. 11 SOC 078 – IE | 8. 12 SOC 044 – NV  |
| 3. 11 SOC 082 – IE | 9. 12 SOC 047 – NV  |
| 4. 11 SOC 083 - NV | 10. 12 SOC 064 – P2 |
| 5. 12 SOC 012 – NV | 11. 12 SOC 065 – NV |
| 6. 12 SOC 013 – NV | 12. 12 SOC 076 - IE |

Motion carried unanimously.

### **DOE – SIGNATURE COLLECTION**

### **OTHER SECTION BUSINESS**

### **ADJOURNMENT**

**MOTION:** Nicholas Smiar moved, seconded by Daryl Wood, to adjourn the meeting at 4:48 p.m. Motion carried unanimously.

**State of Wisconsin  
Department of Safety and Professional Services**

**AGENDA REQUEST FORM**

Name and Title of Person Submitting the Request: Jill M. Remy, Program Manager		Date When Request Submitted: 4/3/2012	
Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before meeting for all other boards</li> </ul>			
Name of Board, Committee, Council: Social Worker Section			
Board Meeting Date: 5-17-2012	Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How should the item be titled on the agenda page Edgewood College Social Worker Training Certificate Syllabi	
Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	Is an appearance before the Board being scheduled? If yes, by whom?  <input type="checkbox"/>  <input checked="" type="checkbox"/> No	Name of Case Advisor(s), if required:	
Describe the issue and action the Board should address: Review and make motion to approve or deny Edgewood College social worker training certificate syllabi.			
If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:			
<b>Directions for including supporting documents:</b> 1. This form should be attached to any documents submitted to the agenda. 2. Documents submitted to the agenda must be single-sided. 3. Only copies of the original document will be accepted. 4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting.			
<b>Authorization:</b>			
Jill M. Remy		4/3/2012	
Signature of person making this request		Date	
Supervisor signature (if required)		Date	
Bureau Director signature (indicates approval to add late items to agenda)		Date	



**EDGEWOOD COLLEGE**

1000 Edgewood College Drive  
Madison, WI 53711-1997  
(608) 663-4861 • (608) 663-3291 (fax)  
www.edgewood.edu

March 9, 2012

Department of Safety and Professional Services  
Attention: MPSW Board, Social Work Section  
1400 East Washington Avenue  
Madison, WI 53704

**RE: Biannual Curriculum Review, SWTC**

Dear Members of the Social Work Section:

It is with pleasure that we request the Social Work Section's biannual review of the Human Service Program at Edgewood College. Since 1999, our program has been approved by the Social Work Section for the Social Work Training Certificate.

Enclosed please find five syllabi and a request for approval of one instructor. The syllabi describe five courses designed to meet the criteria for Social Work Degree Equivalency as recently amended in MPSW 3.13. Please refer to the table below to ease navigation of these documents.

<u>Course</u>	<u>Title</u>	<u>Category</u>	<u>Status</u>
HS 300/PSY301	Methods of Human Service	micro-practice	approved 05/10
HS 304	Group Methods	mezzo-practice	approved 05/10
HS 303	Social Change Methods	macro-practice	approved 05/10
HS 302	Social Welfare Policy	policies & services	approved 05/10
HS 305	Human Behavior and Social Environment	HBSE	new course, initial review

As indicated in the syllabi, the above classes will all use primary textbooks written by social work educators for use in social work courses. They will be taught by instructors who hold graduate degrees in social work from institutions accredited by the Council on Social Work Education or who have been approved by the Section.

The request for approval to continue one of our instructors is required by MPSW 3.13 (2). In support of this request, please find documents outlining the educational background and professional practice history of Patricia Egan, the proposed instructor. We request this approval based on the following:

- As a student in the joint MSW/PhD degree program in the School of Social Work at UW-Madison, Ms. Egan has completed almost all of the master level requirements and many of the doctoral requirements for the joint degree;
- As a Certified Social Worker (# 5718-120), Ms. Egan has practiced social work under the jurisdiction of the Social Work Section since 1995;
- As a Certified Social Worker, Ms. Egan has met all state requirements for continuing education in Social Work since 1995;
- As a Human Service Program instructor, Ms. Egan has twelve years' experience as an instructor for SWTC courses.

Given this blend of educational, instructional and professional experience, we believe she is one of the most qualified instructors available. We request the Section's approval for her continued employment as an instructor in our Human Service Program.

All adjunct instructors teaching SWTC courses at Edgewood College meet statutory requirements so we believe the Section's review of their qualifications is not required.

If the Section should require any further information, please do not hesitate to contact me at [rolling@edgewood.edu](mailto:rolling@edgewood.edu). Many thanks for your attention.

Sincerely,



Cynthia Rolling, PhD  
Chair, Social Science Department

Practice Experience

- Lutheran Child and Family Services, Lifelink Adoption, WI 2003 – 2011  
*Social Worker*  
Provided counseling and case management for families in a non-profit child welfare agency; facilitated support and educational groups for parents; conducted home studies; licensed foster homes; supervised foster and adoptive placements.
- Mental Health Center of Dane County, Madison, WI 1991-2000  
*Chemical Abuse Specialist*  
Provided treatment and case management for dually-diagnosed perinatal women and their families using an in-home model for a community mental health center.
- Children’s Service Society, F.A.S.T. Program, Madison, WI 1998 – 2000  
*Counselor*  
Facilitated school-based, multi-family group sessions for at-risk elementary students and their families; counseled parents individually as needed.
- Arc Community Services, Madison, WI 1987 – 1991  
*Family Specialist*  
Provided case management for female ex-offenders and their children in a non-profit residential treatment setting; conducted individual and group counseling sessions toward family reunification.
- Yahara House, Madison, WI 1986 – 1987  
*Community Support Specialist II*  
Served adults with persistent mental illness using a Fountain House model in a non-profit, community mental health center.

Teaching Experience

- Edgewood College, Social Science Department, Madison, WI 2000 – present  
*Lecturer*  
Develop and teach courses for the Social Work Training Certificate, including:
- HS 300 Methods of Human Services
  - HS 304 Group Methods
  - HS 303 Advanced Social Change Skills
  - HS 302 Social Welfare Policy



# PATRICIA EGAN

## Progress in the Joint MSW/PhD Program 09-2010 through 05-2012

### **Required coursework unique to the MSW**

Course	Substantive Area	Completed	Needed
SW 400	Field Seminar I	✓	
SW 401	Field Seminar II	✓	
SW 800	Field Seminar III		To be met with PhD assistantship
SW 801	Field Seminar IV		To be met with PhD assistantship
SW 440	Practice I	✓	
SW 441	Practice II	✓	
SW 442	Practice III	✓	
SW 640	Practice w/Ethnic and Racial Groups	✓	
SW 605	Field of Social Work	✓	
SW 711	HBSE	✓	
SW 840	Macro Practice	✓	
	Concentration - Elective	✓	
	Concentration – Practice	✓	
	Concentration - Policies		✓

### **Required coursework unique to the PhD**

Course	Substantive Area	Completed	Needed
SW 946	Faculty Research Seminar	✓	
SW 947	Student Research Seminar	✓	
SW 951	Applied Theory Seminar	✓	
SW 950a	Social Policy Seminar I	✓	
SW 950b	Social Policy Seminar II		✓
SW 952	Application of Research Methods		✓
	Statistics I		✓
	Statistics II		✓
	Advanced Statistics I		✓
	Advanced Statistics II		✓
	Quantitative Research Methods		✓
	Qualitative Research Methods		✓
	Social Science Theory		✓
	Elective		✓
	Elective		✓

**Methods of Human Service**  
**HS 300 – PSY 301**

**4 credits**

**Instructor:**

This course will be taught by an instructor holding a graduate degree in Social Work from a CSWE-approved institution, or by an instructor approved by the Department of Safety and Professional Services, Social Work Section.

**Required Reading:**

Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: Farrar, Straus and Giroux.

National Association of Social Workers. (1996). *Code of Ethics of the NASW*. NASW Press. Available at: <http://www.naswdc.org/pubs/code/code.asp>

National Association of Social Workers. (2001) *NASW Standards for Cultural Competence*. NASW Press. Available at: <http://www.naswdc.org/practice/standards/NAswCulturalStandards.pdf>

Sheafor, B.W., and Horejsi, C.R. (2005). *Techniques and guidelines for social work practice* (7<sup>th</sup> ed.). Boston: Allyn and Bacon.

NOTE: Various articles available via Blackboard (<http://www.edgecms.edgewood.edu>)

**Special supplies:**

Students will need regular access to a hand-held audio recorder, preferably digital.

**Catalog Course Description:**

This course provides basic knowledge and skills for social work practice with individuals and families. The focus is on communication skills, interviewing, and case management.

**Full Course Description:**

This course offers instruction and practice in the basic knowledge and skills needed for direct social work practice with individuals (i.e., micro-skills). Special attention is given to skills re: communication, case management, active listening, cultural competence and management of the helping relationship. The values and ethics of the NASW provide the basis for practice-based decision making. As a practice course, this course emphasizes hands-on learning incorporating role-plays and small group work in addition to lectures, discussions, films and guest speakers.

This course has been approved by the State of Wisconsin, Department of Safety and Professional Services as meeting criteria for the Social Worker Training Certificate. Award of professional certification by the State of Wisconsin is not guaranteed, as the credential is based on examination results. This course is one factor in qualifying to sit for the exam.

### **Human Service Program Objectives**

The Human Service Program curriculum assists students in acquiring professional human service competencies in seven broad areas:

1. To develop and maintain professional helping relationships with client systems;
2. To initiate and manage the change process;
3. To utilize multi-level interventions (i.e., targeting the individual, family, group, organization, community and legislature) as dictated by each practice situation;
4. To assume varied professional practice roles (i.e., counselor, broker, case manager, advocate, teacher, planner, etc.);
5. To examine and evaluate critically one's own performance and practice activity;
6. To function within the framework and procedures of a human service agency;
7. To practice ethically, within the context of professional sanction and domain.

### **Course Objectives:**

Upon completion of this particular course a student will be able:

1. To describe the generalist model relative to social work practice with individuals;
2. To compare and contrast several theories and models used in micro-practice;
3. To enhance personal self-awareness, cultural competence and self-discipline and to relate this to practice behaviors;
4. To understand the role of professional helping in society and to describe the various professional roles common to micro-practice (e.g. counselor, broker, case manager, advocate, teacher, planner);
5. To examine the value basis and ethical principles of the social work profession;
6. To demonstrate ability in ethical resolution of practice-related decision making;
7. To describe and perform the phases of the planned change process;
8. To compare and contrast strength-focused with problem-solving approaches;
9. To demonstrate effective verbal and nonverbal communication skills;
10. To conduct a strength-based interview;

11. To learn to gather data and assess social functioning of individuals using several different assessment procedures, considering the cultural relevance and evidence basis of each;
12. To determine the evidence-basis available for any particular intervention and to evaluate the appropriateness for any particular client;
13. To describe the basic principles and guidelines for working with non-voluntary clients and hard-to-reach clients;
14. To document service activities and to prepare professional reports;
15. To describe the elements and activities of effective case management, including client advocacy, interagency case coordination and referral;
16. To describe the impact of cultural factors on social functioning and to explain the application of this knowledge to micro-practice;
17. To describe the effects of gender, sexual orientation, disability and age on social functioning and to explain the application of this knowledge to direct practice;
18. To examine and apply the standards for cultural competence within the social work profession.

### **Grading**

Final grades will be assigned based on the following:

1 -2. Attendance and participation	10%
3. Quizzes (4 @ 5 %)	20 %
4. Tapes (4 @ 5 %)	20 %
5. Session notations (4 @ 5 %)	20 %
6. Paper: PIE report	05 %
7. Paper: Service Plan	05 %
8. Final Exam	20%

### **Requirements:**

#### 1. Attendance

Each student is expected to attend all classes. In the event absence is necessary, the instructor must be notified in advance. Any student attending less than 85% of the course (3 or more absences) will be in danger of failing the course. While in class, students are expected to behave courteously toward others. Cell phone use during class will not be permitted.

#### 2. Class participation

Each student is expected to come to class having read thoroughly all reading assignments. Students must be prepared to engage thoughtfully in discussion, role plays or other group activities. Attendance and participation contribute 10% to your final grade.

### 3. Quizzes:

Quizzes will focus on concepts and terminology drawn from reading assignments and lectures. Careful and repeated reading of assignments and active participation in class are keys to high grades. Four quizzes will be given, contributing a total of 20 % to your course grade.

### 4 and 5. Tapes and Session Notations:

Each student will work with a “client” outside of class (not classmates) with whom to practice interviewing skills. In “session,” students will demonstrate listening and guidance skills presenting in class. For each session, the student will submit a tape recording of the session and a written notation, according to the format presented in class. Four sessions will be conducted by each student, resulting in four tapes and four written notations. Combined, these assignments contribute 40 % to your course grade.

### 6. Paper: PIE Report

Fadiman’s book will be used as a source for case material from several perspectives including the individual, the family, the social worker, other helping professionals, and the service system. One person in this case, Foua Lee, will become our identified client. Using the Person-In-the-Environment model of assessment described in lecture and reading assignments, each student will conduct a comprehensive assessment of Foua Lee, using the PIE model. This assignment will contribute 05 % to your course grade.

### 7. Paper: Service Plan

Based on the PIE assessment results (see 5, above), students will propose a written service plan to address the needs and support the strengths of our client, using the format presented in class. This assignment will contribute 05 % to your course grade.

### 8. Final Exam

A final, comprehensive exam will be given during exam week. This exam will cover all material addressed during the course, with particular attention paid to application questions. The exam will contribute 20% to your course grade.

### **Academic Honesty Policy**

As members of a scholarly community dedicated to healthy intellectual development, students are expected to maintain high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a produce of his or her own effort, unless the instructor has directed otherwise.

The following are examples of violations of standards for academic honesty, and are subject to academic sanctions: Cheating on exams; submitting collaborative work as one’s own; falsifying records, achievements, field data, or other course work; stealing

examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signatures; or aiding another student in any of the above actions.

**Plagiarism** Plagiarism, which is defined as the deliberate use of another's ideas or words as if they were one's own, can take many forms. Instances most commonly seen in written work by students include:

- Borrowing, buying or stealing a paper from elsewhere; lending or selling a paper for another's use as his or her own; using printed material written by someone else as one's own.
- Getting so much help on a paper from someone else that the student writer can no longer legitimately claim authorship.
- Intentionally using source material improperly, for example, neither citing nor using quotation marks on borrowed material, or supplying an in-text citation but failing to enclose quoted material within quotation marks, or leaving paraphrased material too close to its original version, or failing to append a works-cited pages when sources have been used.
- Unintentional misuse of borrowed sources through ignorance or carelessness.

**Sanctions** Students found in violation of either the academic honesty policy or the plagiarism policy, as described both in the college catalogue and in this syllabus, will receive an F on the assignment or exam, and may also receive an F in the course. More serious violations will be referred to the Academic Dean's Office for further action.

#### **Accommodations for Students with Disabilities**

If you need an accommodation due to a documented disability, please contact the instructor privately before the end of the first week of class to discuss your specific needs. In addition, please contact the Disabilities Services Office in 206 DeRicci, 663-2281, to schedule an appointment with Lili O'Connell, Disabilities Services Coordinator, to discuss your needs, the required documentation, and reasonable accommodations to aid in your success in this course.

**Learning Support Services** Learning Support Services, located in DeRicci 206 (The Student Resource Center) and in Sonderegger 408, provides academic support for students. Peer tutoring is available in some introductory-level undergraduate courses. Individual assistance in time management, study skills, and test-taking skills is also available. *All students are encouraged to use the LSS's Writing Center services to review final or working drafts of all papers.* Please contact Learning Support Services at 663-2281 for more information.

## Course Schedule

Class date	Lecture topics	Assignments
Week 1	Personal introductions Review of syllabus  Professional domain and regulations Micro-practice and the Generalist Model Using strengths, resilience, empowerment	SH: Chap. 1 and 2  BB: Occupational Outlook
Week 2	Fields and settings of micro-practice Social Work roles and competencies  Using theories and models in social work	SH: Chap. 3 and 4
Week 3	Active Listening: Verbal and nonverbal communication	SH: Chap. 6  Fadiman, pp. 1 - 59
Week 4	Active Listening: Interviewing skills and techniques	SH: Chap. 8  Fadiman, pp. 60 - 118
Week 5	Active Listening: Pitfalls of interviewing  Writing case notations: SOAP and related formats  <b>Quiz 1 due by Friday, midnight</b>	SH: Chap. 5  Fadiman, pp. 119 - 209
Week 6	Values and ethics NASW Code of Ethics Wisconsin Code of Conduct Ethical decision making models Mandated reporting Confidentiality Dual relationships	SH: Chap. 9  NASW Code of Ethics  Fadiman, pp. 210 - 224

Week 7	<p>Cultural competence          Unearned Social Privilege          Self-awareness in professional helping</p> <p><b>Film: Skin Deep</b></p> <p><b>Quiz 2 due by Friday, midnight</b></p>	<p>SH: Chap. 15</p> <p>Fadiman, pp. 225 - 288</p> <p>BB: McIntosh</p>
Week 8	<p>Overview of the planned change process</p> <p>Screening, intake and engagement;          planning the interview; inter-agency          consultation; service linkage and referral</p> <p>Establishing professional helping          relationships; interpersonal boundaries</p> <p>Facilitating professional rapport</p>	<p>SH: Chap. 7</p> <p>SH: Chap. 10.1 – 10.10</p> <p><b>❖W: Tape 1 and notation</b></p>
Week 9	<p>Data gathering I: Strengths perspective          Assessment of individuals and families;          Systems theory</p> <p>PIE: Person in the Environment model</p>	<p>SH: Chap. 11.01 – 11.23</p> <p>BB: Karls and Wandrei</p>
Week 10	<p>Data gathering II: Assessing for crises</p> <p>Crisis intervention</p> <p><b>Quiz 3 due by Friday, midnight</b></p>	<p>BB: Goldenberg and          Goldenberg, 1 and 2</p> <p><b>❖W: Tape 2 and notation</b></p>
Week 11	<p>Planning and contracting: Goals,          objectives and methods</p> <p>Writing service delivery plans</p>	<p>SH: Chap. 12.1 - 12. 7</p> <p><b>❖W: PIE report due</b></p>

Week 12	Interventions with individuals Joining with reluctant clients Enhancing rapport	SH: Chap. 13.1 – 13.25 SH: Chap. 15 <b>❖W: Tape 3 and notation</b>
Week 13	Enhancing motivation  <b>Quiz 4 due by Friday, midnight</b>	SH: Chap. 16 <b>❖W: Service Plan due</b>
Week 14	Solution Focused Interviewing <b>Film: Interviewing for Solutions</b> <b>Practice:</b> Circular Questioning	BB: Saleeby BB: Graham <b>❖W: Tape 4 and notation</b>
Week 15	Monitoring progress and compliance <b>Practice:</b> Solution-building techniques	BB: Rose BB: Voss
Week 16	Evaluation of service: Termination Writing summary reports; Closing the service file	SH: Chap. 14.1 – 14.8
Exam Week	<b>Final Exam – time and location TBA</b>	

**Group Methods for Human Services**  
**HS 304**

**4 credits**

**Instructor:** This course will be taught by an instructor holding a Masters or Doctorate degree in Social Work from a CSWE-approved institution, or by an instructor approved by the Department of Safety and Professional Services, Social Work Section.

**Required Readings:**

National Association of Social Workers. (1996). Code of Ethics of the NASW. NASW Press. Available at: <http://www.naswdc.org/pubs/code/code.asp>

National Association of Social Workers. (2001) NASW Standards for Cultural Competence. NASW Press. Available at:  
<http://www.naswdc.org/practice/standards/NAswculturalstandards.pdf>

Toseland, R.W., and Rivas, R.F. (2009). An introduction to group work practice. 6<sup>th</sup> ed. Allyn and Bacon.

Notes: Journal Articles – available via Blackboard, listed in “Course Schedule” by author at <http://edgecms.edgewood.edu>.

**Catalog Course Description:**

This course provides basic knowledge and skills for social work practice with families and small groups.

**Full Course Description:**

Students will acquire basic knowledge and skills needed to serve clients directly in families and other small groups (i.e., mezzo-practice). Various forms of group practice, such as task groups, support groups, self-help groups and social action groups, will be explored. Professional values, ethics, and standards for cultural competence, as established by the NASW, will be employed as guiding principles to mezzo-practice skills and decisions.

This course has been approved by the State of Wisconsin, Department of Safety and Professional Services as meeting criteria for the Social Worker Training Certificate. Award of professional certification by the State of Wisconsin is not guaranteed, as the credential is based on examination results. This course is one factor in qualifying to sit for the exam.

### **Human Service Program Objectives:**

The Human Service Program curriculum assists students in acquiring professional social work competencies in seven broad areas:

1. To develop and maintain professional helping relationships with client systems;
2. To initiate and manage the change process;
3. To utilize multi-level interventions (i.e., targeting the individual, family, group, organization, community and legislature) as dictated by each practice situation;
4. To assume varied professional practice roles (i.e., counselor, broker, case manager, advocate, teacher, planner, etc.);
5. To examine and evaluate critically one's own performance and practice activity;
6. To function within the framework and procedures of a social work agency;
7. To practice ethically, within the context of professional sanction and domain.

### **Objectives – HS 304:**

Upon completion of this course a student will be able:

1. To describe the generalist perspective of social work relative to mezzo-practice;
2. To compare and contrast several theories and models used in mezzo-practice;
3. To enhance personal self-awareness, cultural competence and self-discipline and to relate this to practice behaviors;
4. To examine the ethics and value base of the social work profession and to apply these as guiding principles to practice with families and small groups;
5. To demonstrate ability in ethical resolution of practice-related decision making;
6. To describe the roles and functions of a small group leader; to identify several models of group leadership;
7. To identify the various models of group practice (e.g., task, self-help, support);
8. To describe the phases of group development; and to identify methods of facilitating each phase;
9. To demonstrate effective verbal and nonverbal communication skills in family and small group membership and facilitation;
10. To describe the impact of cultural factors on family and group practice;
11. To demonstrate cultural competence in all aspects of family and group practice, relative to the professional standards of social work.

**Course Structure:**

This course will combine several methods of instruction, both in and out of the classroom. Typically a portion of each week will be used for lecture and discussion. The remainder will be spent experientially in T-group format. Students will experience both the roles of group member and group leader. Confidentiality, as discussed in class, will be expected for any information learned during group experience. Any violation of the confidentiality rule will result in the automatic score of “0” for the “participation” portion of the grade.

**Attendance and participation** will result in 20% of the final grade. Absence from more than three classes may result in a final course grade of F.

**Leadership Project**

Each student will facilitate at least one in-class group session. This will include a written proposal for group, group facilitation using classmates as group members, and debriefing sessions with the instructor following the group. Material may be drawn from Toseland and Rivas or from other sources with the instructor’s approval. This project will result in 20% of the final grade.

**Group observations**

Outside of class, each student will participate in or observe an existing group for a minimum of four sessions. This group may have the nature and purpose of a task group, support group, skill-building group or self-help group. The instructor can provide assistance in identifying options as necessary. (With instructor approval, a student may be allowed to observe four sessions of various groups, rather than four sessions of the same group.) Following each outside group attended the student will submit a written analysis of the session, incorporating material from lecture and readings. The analytic quality of these four papers will be reflected in 20% of the final grade.

**Exams**

Two written midterm tests will be given in class. Each will include multiple choice questions and short essays. Each exam will be reflected in 10% of the final grade.

A comprehensive final exam will be given during exam week. This will be worth 20% of the course grade.

**Grading**

Final grades, therefore, will be assigned as follows:

Attendance and participation	20%
Leadership project	20%
Group observations (4 @ 5%)	20%
Midterm exams (2 @ 10%)	20%
Final Exam	20%

### **Academic Honesty Policy**

As members of a scholarly community dedicated to healthy intellectual development, students are expected to maintain high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a produce of his or her own effort, unless the instructor has directed otherwise.

The following are examples of violations of standards for academic honesty, and are subject to academic sanctions: Cheating on exams; submitting collaborative work as one's own; falsifying records, achievements, field data, or other course work; stealing examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signatures; or aiding another student in any of the above actions.

### **Plagiarism**

Plagiarism, which is defined as the deliberate use of another's ideas or words as if they were one's own, can take many forms. Instances most commonly seen in written work by students include:

- Borrowing, buying or stealing a paper from elsewhere; lending or selling a paper for another's use as his or her own; using printed material written by someone else as one's own.
- Getting so much help on a paper from someone else that the student writer can no longer legitimately claim authorship.
- Intentionally using source material improperly, for example, neither citing nor using quotation marks on borrowed material, or supplying an in-text citation but failing to enclose quoted material within quotation marks, or leaving paraphrased material too close to its original version, or failing to append a works-cited pages when sources have been used.
- Unintentional misuse of borrowed sources through ignorance or carelessness.

**Sanctions** Students found in violation of either the academic honesty policy or the plagiarism policy, as described both in the college catalogue and in this syllabus, will receive an F on the assignment or exam, and may also receive an F in the course. More serious violations will be referred to the Academic Dean's Office for further action.

### **Accommodations for Students with Disabilities**

If you need an accommodation due to a documented disability, please contact the instructor privately before the end of the first week of class to discuss your specific needs. In addition, please contact the Disabilities Services Office in 206 DeRicci, 663-2281, to schedule an appointment with Lili O'Connell, Disabilities Services Coordinator, to discuss your needs, the required documentation, and reasonable accommodations to aid in your success in this course.

### **Learning Support Services**

Learning Support Services, located in DeRicci 206 (The Student Resource Center) and in Sonderegger 408, provides academic support for students. Peer tutoring is available in some introductory-level undergraduate courses. Individual assistance in time management, study skills, and test-taking skills is also available. *All students are encouraged to use the LSS's Writing Center services to review final or working drafts of all papers.* Please contact Learning Support Services at 663-2281 for more information.

### **Changes to this syllabus**

The schedule, policies and assignments contained herein are subject to change in the event of extenuating circumstance or by mutual agreement between the instructor and the students.

## Course Schedule

Week	Topic	Assignment
Week 1	Introduction to course and overview of syllabus  Overview of groups and types of groups  Systems Theory as used with small groups and families  Other theories  <i>Practice: T-group session 1</i>	T&R: Chap. 1  Appendix A, D, E, F
Week 2	History of family and group practice in social work  Ethics in family and group practice  <i>Practice: T-group session 2</i>	T&R: Chap. 2  NASW (1996)
Week 3	Dynamics in small groups and families Communication skills in group Cultural and ethical aspects of communication  <i>Practice: T-group session 3</i>	T&R: Chap. 3  BB: Yalom (2000)
Week 4	Leading groups; Activating systems; Functions of leader; Comparative models of leadership  Film: Essential Blue-Eyed  <i>Practice: T-group session 4</i>	T&R: Chap. 4
Week 5	Cultural competence in family and group practice  <p style="text-align: center;"><i>First exam – Thursday</i></p>	T&R: Chap. 5  NASW (2001)
Week 6	Group planning  <i>Practice: T-group session</i>	T&R: Chap. 6 and 9

Week 7	Group implementation  <i>Practice: T-group session 6</i>	T&R: Chap. 7 and 10
Week 8	<b><i>Spring Break – ENJOY!</i></b>	<b><i>Read something fun!</i></b>
Week 9	Assessment and goal setting in groups Ethics and culture in assessment  <i>Practice: Leadership Projects</i>	T&R: Chap. 8
Week 10	Evaluating outcomes in mezzo-practice How do systems show change? Ethics and culture and evaluation  <i>Practice: Leadership Projects</i>	T&R: Chap. 13 and 14
Week 11	Tues: Review  <b><i>Thursday - Second Exam</i></b>	
Week 12	Task and organizational groups  <i>Practice: Leadership Projects</i>	T&R: Chap. 11 and 12
Week 13	Multi-family groups  Film: Yalom: Outpatients  <i>Practice: Leadership Projects</i>	BB: Dickerson and Crase (2005)
Week 14	Support and self-help groups  <i>Practice: Leadership Projects</i>	T&R: Chap. 15
Week 15	Social action groups Technology based groups  <i>Practice: Leadership Projects</i>	BB: Donaldson (2004)
Week 16	Course Review  <i>Practice: Leadership Projects</i>	
Exam Week	<b><i>Final Exam</i></b>	Time and location TBA

**Advanced Social Change Skills**  
**HS 303 – Spring, 2013**

**4 credits**

**Instructor:** This course will be taught by an instructor holding a Masters or Doctorate degree in Social Work from a CSWE-approved institution, or by an instructor approved by the Department of Safety and Professional Services, Social Work Section.

**Required Texts:**

Kahn, S. (1994). How people get power. NASW Press.

National Association of Social Workers. (1996). Code of Ethics of the NASW. NASW Press. Available at: <http://www.naswdc.org/pubs/code/code.asp>

National Association of Social Workers. (2001) NASW Standards for Cultural Competence. NASW Press. Available at:  
<http://www.naswdc.org/practice/standards/NAswculturalstandards.pdf>

Netting, F.E., Kettner, P.M., and McMurtry, S.L. (2012). Social work macro practice. 5th ed. Longman.

Putnam, R. and Feldstein, L. (2003) Better together: Restoring the American community. Simon and Schuster.

NOTE: journal articles are available via Blackboard, <http://www.edgecms.edgewood.edu>

**Course Description:**

This course addresses methods for planning and facilitating change in organizations and communities. Students will be introduced to community and organizational theories. Students will examine the principles and strategies of planned social change and the role of social workers as macro-level change agents. Students will learn how to analyze and define a social condition, set a goal, and organize to bring about social change from a variety of theoretical and cultural perspectives. Students will examine cultural and ethical considerations inherent in macro-level social work, practicing application of the standards of the NASW.

This course has been approved by the State of Wisconsin, Department of Safety and Professional Services as meeting criteria for the Social Worker Training Certificate. Award of professional certification by the State of Wisconsin is not guaranteed, as the credential is based on examination results. This course is one factor in qualifying to sit for the exam.

## Human Service Program Objectives

The Human Service Program curriculum assists students in acquiring professional human service competencies in seven broad areas:

1. To develop and maintain professional helping relationships with client systems;
2. To initiate and manage the change process;
3. To utilize multi-level interventions (i.e., targeting the individual, family, group, organization, community and legislature) as dictated by each practice situation;
4. To assume varied professional practice roles (i.e., counselor, broker, case manager, advocate, teacher, planner, etc.);
5. To examine and evaluate critically one's own performance and practice activity;
6. To function within the framework and procedures of a human service agency;
7. To practice ethically, within the context of professional sanction and domain.

### Course Objectives:

1. To define social work macro practice and to explain its integration with other levels of practice;
2. To differentiate problems, populations, arenas, policies and politics and to illustrate their interactions;
3. To discuss the values and ethical principles that underlie macro social work practice;
4. To understand the historical roots of macro social work practice;
5. To describe the various roles of social workers engaged in macro social work practice including organizer, advocate, task group leader, broker, facilitator;
6. To understand and analyze systems such as communities and organizations and their difficulties;
7. To identify social work skills appropriate to each practice setting and organizational level;
8. To understand barriers that confront vulnerable and/or oppressed populations in organization, communities and other social systems;
9. To develop and evaluate strategies for planned change in systems such as communities and organizations.

### Course Requirements

#### **Research paper: 20%, and presentation: 10%**

Each student will research and write a thoughtful paper addressing a macro-level intervention to a social problem. Examples of appropriate topics could include specific pieces of legislation such as drunk driving penalties, adoption laws, or recognition of civil unions (so-called "gay marriage"), or elements of specific social movements such as the disabilities rights movement, the Civil Rights movement, the labor movement, the pro-choice or pro-life movements, and the gay and lesbian rights movement.

First, select a social problem and identify the factors that have shaped the way people from various perspectives view this issue. Then, identify and analyze the macro-level efforts which were organized in response to the problem.

A *suggested* format for this paper would include the following:

1. Define and describe the social problem from various social perspectives;
2. Identify the macro-level responses to this problem (i.e., the community, organizational or policy actions addressing it). Describe them (e.g., who was the initiating system? Was it planful or coincidental? Etc.)
3. Describe how conceptions of this social problem have changed over time and how these changes interacted with macro-level efforts. (i.e., what is its history and evolution?)
4. Analyze the impact of the macro-level interventions on the various systems involved. Include a discussion of the impact on vulnerable or oppressed populations.

The paper will be 8 – 10 pages typed (excluding references), using APA style. A well organized paper will be broken up under several headings, not simply a running essay. You will be asked to submit a draft of your paper several weeks before it is due.

**Exams: 20% each**

Three tests and a cumulative final exam will be given. Exams will be given in class and will consist of multiple choice and short essay questions.

**Grading**

Final grades will be calculated as follows:

Research paper	20%
Three midterm tests	60%
Final comprehensive exam	20%

**Academic Honesty Policy**

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violation of either the academic honesty policy or the plagiarism policy, as described both in the college catalogue and in this syllabus, will receive an F on the assignment or exam, and may also receive an F in the course. More serious violations will be referred to the Academic Dean's Office for further action.

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### **Changes to this syllabus**

The schedule, policies and assignments contained herein are subject to change in the event of extenuating circumstance or by mutual agreement between the instructor and the students.

## Course Schedule

Kahn: How People Get Power  
 NKM: Social Work in Macro Practice  
 PF: Better Together

<b>Class Date</b>	<b>Topics</b>	<b>Readings</b>
Week 1	Overview of generalist social work What is macro practice?	NKM: Chap. 1 and 2
Week 2	Historical roots of macro practice  <b>Film: Women of Hull House</b>	NKM: Chap. 3 and 4
Week 3	Understanding problems and populations; Theories for macro practice	NKM: Chap. 5 PF: Chap. 1 BB: Abramowitz
Week 4	M: First test  W: Assessing communities based on shared location or shared identity; analyzing communities and their subsystems  Ethical implications for working in communities	NKM: Chap. 6 PF: Chap. 2 and 3  NASW (1996)
Week 5	Assessing community systems, part 2  Cultural implications for working in communities  <b>Film: Before Stonewall</b>	NKM: Chap. 9 PF: Chap. 4 BB: Poindexter  NASW (2001)
Week 6	Planning for community-based, system change  <b>Film: After Stonewall</b>	NKM: Chap. 11 PF: Chap. 5 BB: Mulroy and Matsuoko BB: Mulroy

Week 7	Evaluating community-based systemic change	BB: Spergel and Grossman BB: Weil PF: Chap. 6 and 7
Week 8	M: Community review W: Second test	NKM: Chap. 7 PF: Chap. 8 BB: Morrison and Howard
<b>BREAK</b>	<b>SPRING BREAK WEEK</b>	
Week 9	M: Easter Monday – no class W: <b>Field trip:</b> OutReach LGBTQ Center	NKM: Chap. 8 PF: Chap. 9 and 10
Week 10	M: Power broker role play W: <b>Guest speaker:</b> Sharon Mason-Boersma, MSW	BB: N-Casebolt & Spakes BB: Gutterez and Alvarez PF: Chap. 11 and 12
Week 11	Introduction to organizations: Agency life and social work systems  Ethical aspects of organizations	Kahn: Chap. 1, 2, 3 BB: Finn and Checkoway NASW (1996)
Week 12	Organizational theories used in basic social work	Kahn: Chap. 4, 5, 6 NKM: Chap. 10
Week 13	M: Third test W: Assessing organizations and analyzing their subsystems	Kahn: Chap. 7, 8, 9 BB: Reisch BB: Hyde

Week 14	<p>Selecting tactics and planning for organizationally-based system change</p> <p>Using advocacy, mediation and negotiation</p> <p>Using protest and civil disobedience</p> <p>Ethical implications of tactic selection</p>	Kahn: Chap. 10 to end NASW (1996)
Week 15	<p>Evaluating organizational change</p> <p>Value-based evaluation</p>	
Exam Week	Comprehensive Final Exam	

## **Social Welfare Policy** **Human Services 302**

4 credits

**Instructor:**

This course will be taught by an instructor holding a graduate degree in Social Work from a CSWE-approved institution, or by an instructor approved by the Department of Safety and Professional Services, Social Work Section.

**Required Texts:**

DiNitto, D. (2011). Social welfare: Politics and public policy, 7<sup>th</sup> ed. Allyn & Bacon.

National Association of Social Workers. (1996). Code of Ethics of the NASW. NASW Press.  
Available at: <http://www.naswdc.org/pubs/code/code.asp>

Also: Journal articles available via Blackboard at <http://www.edgocms.edgewood.edu>

**Catalog Description**

Introduction to the history, mission, and philosophy of social welfare policy and the social work profession. Examination of major social welfare policies and programs in the United States. Examination of current issues in social welfare services. Presentation of frameworks for evaluating and influencing social policy in the context of current social, political and economic conditions.

**Full Course Description**

This course defines and describes the major social welfare policies of the United States. We will trace the evolution of the current social welfare system of the U.S. and the parallel emergence of the social work profession, including its history, philosophy and mission. We will explore the formation of policy through organizational, legislative and judicial means, including methods of influence available in each process. We will analyze current social policies using critical frameworks, defining problems with existing policy and identifying alternatives. We will address social and economic justice issues, including the values and ethical implications of various policy approaches and their impact on individual and social well-being. Existing policies will be used as a frame to consider the limits and opportunities of contemporary social work practice.

This course has been approved by the State of Wisconsin, Department of Safety and Professional Services as meeting criteria for the Social Worker Training Certificate. Award of professional certification by the State of Wisconsin is not guaranteed, as the credential is based on examination results. This course is one factor in qualifying to sit for the exam.

### **Human Service Program Objectives**

The Human Service Program curriculum assists students in acquiring professional human service competencies in seven broad areas:

1. To develop and maintain professional helping relationships with client systems;
2. To initiate and manage the change process;
3. To utilize multi-level interventions (i.e., targeting the individual, family, group, organization, community and legislature) as dictated by each practice situation;
4. To assume varied professional practice roles (i.e., counselor, broker, case manager, advocate, teacher, planner, etc.);
5. To examine and evaluate critically one's own performance and practice activity;
6. To function within the framework and procedures of a human service agency;
7. To practice ethically, within the context of professional sanction and domain.

### **Learning Objectives for HS 302:**

1. To examine the history, mission and philosophy of the social work profession;
2. To trace the history and evolution of social welfare in the United States;
3. To define and describe social welfare policy and programs in the United States;
4. To analyze and evaluate current social welfare policies and services in the U.S.;
5. To explain the impact social welfare policy has on individual and collective well-being;
6. To describe the impact that social policy has on the practice of social work;
7. To describe the policy-making process from formation to implementation and evaluation;
8. To identify and demonstrate skills of influence used in the policy process;
9. To discuss the impact of political and value-based processes on policy-making and the social, economic, and political conditions that give shape to social welfare policies;
10. To analyze the effectiveness of social welfare policies and programs for members of oppressed and/or disadvantaged populations;
11. To describe the effects of society's response to poverty, racism and sexism as reflected in social policies and programs;
12. To demonstrate an understanding of the unique contribution that social workers make to the process of policy development and implementation.
13. To understand social work's ethical commitment to and historical mission of promoting social and economic justice.

## Course Requirements for HS 302

### 1. Attendance

Each student is expected to attend all classes. In the event absence is necessary, the instructor must be notified in advance. Any student attending less than 85% of the course (3 or more absences) will be in danger of failing the course.

### 2. Participation

Each student is expected to come to class having read thoroughly all reading assignments. Students must be prepared to engage thoughtfully in discussion or other group activities.

### 3. Quizzes and Exams

Quizzes will be administered by Blackboard as indicated on the Course Outline contained herein. Each quiz will cover lecture material from all lectures and readings since the previous quiz. The quizzes are *not* intended to be open book and are *not* intended to be group projects; students will be on their honor to complete each quiz independently.

Exams will be given at midterm and during finals week. Each exam will cover lecture and reading material. Exams will be comprised of multiple choice and short essay questions.

### 4. Reaction Papers

Each student will locate articles about social welfare issues and/or policies from New York Times. Write a reaction paper to the social welfare issue/problem or social welfare policy discussed in the article. Your reaction paper will incorporate the critical frameworks presented in class. In this paper *state and support your opinion* regarding the problem or policy, and *your opinion* of the discussion presented in the article. You need *not* summarize the problem or policy in your paper; instead, please attach a copy of the article or a link to the file as reference.

Each paper should be approximately two pages. Each student will write three reaction papers.

### 5. Policy Identity Paper

Each student will compose a paper based on self-reflection, describing the development of her or his own "policy identity." The paper should include a thorough description and discussion of the student's perspective at three general points: course onset, throughout the course, and course end. The middle section will be the most developed, detailing points of particular challenge, confirmation or definition of the student's sense of identity. Each paper should run 5 – 7 pages in length, typewritten, excluding references. If citations and references are used, they should be formatted according to the APA guidelines.

## Grading

Reaction Papers	(3 @ 5%)	15%
Quizzes	(5 @ 5%)	25%
Policy Identity Paper		10%
Midterm Exam		25%
Final Exam		25%

### **Academic Honesty Policy**

As members of a scholarly community dedicated to healthy intellectual development, students are expected to maintain high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a produce of his or her own effort, unless the instructor has directed otherwise.

The following are examples of violations of standards for academic honesty, and are subject to academic sanctions: Cheating on exams; submitting collaborative work as one's own; falsifying records, achievements, field data, or other course work; stealing examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signatures; or aiding another student in any of the above actions.

Students found in violation of either the academic honesty policy or the plagiarism policy, as described both in the college catalogue and in this syllabus, will receive an F on the assignment or exam, and may also receive an F in the course. More serious violations will be referred to the Academic Dean's Office for further action.

### **Accommodations for Students with Disabilities**

If you need an accommodation due to a documented disability, please contact the instructor privately before the end of the first week of class to discuss your specific needs. In addition, please contact the Disabilities Services Office in 206 DeRicci, 663-2281, to schedule an appointment with Lili O'Connell, Disabilities Services Coordinator, to discuss your needs, the required documentation, and reasonable accommodations to aid in your success in this course.

### **Learning Support Services**

Learning Support Services, located in DeRicci 206 (The Student Resource Center) and in Sonderegger 408, provides academic support for students. Peer tutoring is available in some introductory-level undergraduate courses. Individual assistance in time management, study skills, and test-taking skills is also available. *All students are encouraged to use the LSS's Writing Center services to review final or working drafts of all papers.* Please contact Learning Support Services at 663-2281 for more information.

### **Changes to this syllabus**

The schedule, policies and assignments contained herein are subject to change in the event of extenuating circumstance or by mutual agreement between the instructor and the students.

## Course Outline

Date	Topics	Reading ♦ Writing and ● Quizzes
Week 1	Introduction to course  Characteristics of American social welfare	DiNitto, Ch. 1 and 2
Week 2	History of social welfare  History of social work profession Professional Mission Philosophy	DiNitto: Ch. 3  NASW (1996)
Week 3	History of social welfare and the social work profession, continued  Role of values and ethics in social work  <b>Film: War on Poverty</b>	BB: Gordon BB: Abramowitz  NASW (1996)
Week 4	Development of policies  Analysis of policies - 10 critical frameworks  Conducting ethical & moral policy analysis	DiNitto: pp. 1- 11 BB: Karger & Midgeley, #1  NASW (1996)
Week 5	Contemporary poverty United States Internationally  What is poverty? Who is poor? Why?	DiNitto: Ch. 4 and pp. 342-355  ● <b>Quiz 1 due F, midnight</b>
Week 6	Policies Preventing Poverty: The social insurance programs  Social Security, SSDI, Unemployment Insurance, Workers' Compensation	DiNitto: Chap. 5  ♦ <b>Th: Reaction Paper 1</b>
Week 7	Policies to address poverty: SSI and general assistance programs	DiNitto: pp. 192-209  ● <b>Quiz 2 due F, midnight</b>
Week 8	<b>Midterm Exam</b>	

Week 9	Welfare Reform: AFDC and TANF  <b>Film: Take it From Me</b>	DiNitto: Chap. 7  BB: Karger & Midgeley, #2  ◆ <b>Th: Reaction Paper 2</b>
Week 10	Children's and family policies  Indian Child Welfare Act Adoption and Safe Families Act Family and Medical Leave Act	DiNitto: Chap. 10  BB: Crosson-Tower  ● <b>Quiz 3 due F, midnight</b>
Week 11	Health Policy The Affordable Care Act Medicare and Medicaid Children's insurances The un-insured and under-insured	DiNitto: Chap. 8  BB: Gorin (2011)  ◆ <b>Th: Reaction Paper 3</b>
Week 12	Social policy regarding food and shelter	DiNitto: Ch. 7 and p102 – 114  ● <b>Quiz 4 due F, midnight</b>
Week 13	Policy addressing individual freedoms, I  Protected classes  Racism, sexism, sexual/gender orientation	DiNitto: Chap. 11 and 12
Week 14	Policy addressing individual freedoms, II  Age-ism, able-ism	DiNitto: p. 211-224  ◆ <b>Th: Policy Identity Paper</b>
Week 15	Influencing policy – social workers as advocates	● <b>Quiz 5 due F, midnight</b>
Week 16	Looking ahead: Policy Future	

**EXAM WEEK      FINAL EXAM**

## **Human Behavior & Social Environment**

HS 305

4 credits

Instructor: This course will be taught by an instructor holding a Masters or Doctorate degree in Social Work from a CSWE-approved institution, or by an instructor approved by the Department of Safety and Professional Services, Social Work Section.

### **Required Readings:**

Hutchison, E.D. (2010) Dimensions of human behavior: The changing life course. 4<sup>th</sup> ed. Sage Press.

National Association of Social Workers. (1996). Code of Ethics of the NASW. NASW Press. Available at: <http://www.naswdc.org/pubs/code/code.asp>

National Association of Social Workers. (2001) NASW Standards for Cultural Competence. NASW Press. Available at: <http://www.naswdc.org/practice/standards/NASw-culturalstandards.pdf>

NOTE: Articles drawn from scholarly journals and other media are available on Blackboard at <http://www.edgecms.edgewood.edu>

### **Course description**

Human development and behavior will be examined as outcomes of interaction with the social environment. Ecological and systems theories will be applied to this reciprocal process, examining biological, psychological, sociological, spiritual and cultural aspects of development. The influence of social systems (i.e., families, groups, communities and organizations) will be explored for each phase of human development. Particular attention will be paid to gender identity and expression, sexual orientation, ethnic identity and socioeconomic status across the life span.

This course has been submitted to the State of Wisconsin, Department of Safety and Professional Services for approval as preparation for the Social Worker Training Certificate. Award of professional certification by the State of Wisconsin is not guaranteed, as the credential is based on examination results. This course is one factor in qualifying to sit for the exam.

### **Human Service Program Objectives**

The Human Service Program curriculum assists students in acquiring professional human service competencies in seven broad areas:

1. To develop and maintain professional helping relationships with client systems;
2. To initiate and manage the change process;
3. To utilize multi-level interventions (i.e., targeting the individual, family, group, organization, community and legislature) as dictated by each practice situation;
4. To assume varied professional practice roles (i.e., counselor, broker, case manager, advocate, teacher, planner, etc.);
5. To examine and evaluate critically one's own performance and practice activity;
6. To function within the framework and procedures of a human service agency;
7. To practice ethically, within the context of professional sanction and domain.

### **Course objectives**

Upon completion of this course the student will be able to:

1. Describe development sequences experienced in human life pertaining to biological, psychology, social, spiritual and cultural development spanning from birth to death;
2. Describe the reciprocal interaction with social systems at each stage of the human lifespan, including family, group, community and organization;
3. Describe how social systems conveying privilege and oppression impact individual development across the human lifespan;
4. Critique the evidence base of knowledge of human development and apply this knowledge to hypothetical practice situations;
5. Demonstrate the application of theoretical frameworks, including ecological and systems theories as well as developmental theories, to guide the social work generalist process of assessment, planning, intervention and evaluation;
6. Apply professional and personal values to the critique and application of knowledge.

### **Requirements:**

#### **Attendance and Participation**

Each student is expected to attend all classes. In the event absence is necessary, the instructor must be notified in advance. Any student attending less than 85% of the course (3 or more absences) will be in danger of failing the course. Cell phone use, including texting during class will not be permitted. Each student is expected to come to class having read thoroughly all reading assignments. Students must be prepared to engage thoughtfully in discussion, role plays or other group activities.

#### **Graded Requirements**

##### 1. Quizzes:

Quizzes will focus on concepts and terminology drawn from reading assignments and lectures. Careful and repeated reading of assignments and active participation in class are keys to high grades. Four quizzes will be given, contributing a total of 40 % to the course grade.

## 2. Papers: Analysis of your personal development

Students will submit a series of three papers analyzing their own development during selected developmental “phases.” Each paper will be divided into several sections including a discussion that applies ecological and systems theories. Other sections will address biological, psychological, social, spiritual and cultural milestones and influences you experienced during this stage of your life. A final section will identify the social systems present during this stage, describe your interaction with these systems and analyze the developmental and behavioral outcomes. Further instructions will be discussed in class. The three papers will contribute a total of 30% to the course grade.

## 3. Examination

A comprehensive exam will be given during finals week. This exam will cover all material addressed during the course, with particular attention paid to practice application questions. The exam will contribute 30% to the course grade.

## **Grading**

Final grades will be assigned based on the following:

1. Quizzes (4 @ 5 %)	20 %
2. Papers (3 @ 15%)	60%
4. Final Exam	20%

## **Academic Honesty Policy**

As members of a scholarly community dedicated to healthy intellectual development, students are expected to maintain high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort, unless the instructor has directed otherwise.

The following are examples of violations of standards for academic honesty, and are subject to academic sanctions: Cheating on exams; submitting collaborative work as one’s own; falsifying records, achievements, field data, or other course work; stealing examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signatures; or aiding another student in any of the above actions. Students found in violation of either the academic honesty policy or the plagiarism policy, as described both in the college catalogue and in this syllabus, will receive an F on the assignment or exam, and may also receive an F in the course. More serious violations will be referred to the Academic Dean’s Office for further action.

## **Accommodations for Students with Disabilities**

If you need an accommodation due to a documented disability, please contact the instructor privately before the end of the first week of class to discuss your specific needs. In addition, please contact the Disabilities Services Office in 206 DeRicci, 663-2281, to schedule an appointment with Lili O’Connell, Disabilities Services Coordinator, to discuss your needs, the required documentation, and reasonable accommodations to aid in your success in this course.

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### **Changes to this syllabus**

The schedule, policies and assignments contained herein are subject to change in the event of extenuating circumstance or by mutual agreement between the instructor and the students.

## COURSE SCHEDULE

Week	Topic	Reading H = Hutchison BB = Blackboard
1	<p>Introduction</p> <p>Review of syllabus and course expectations</p> <p>The role of values and ethics in HBSE</p>	NASW (1996)
2	<p>Using theory –</p> <p style="padding-left: 20px;">Ecological Theory</p> <p style="padding-left: 20px;">Social Systems Theory</p> <p style="padding-left: 20px;">Developmental theories</p> <p>The bio-psycho-social perspective</p> <p>The person-in-environment perspective</p> <p>The role of cultural competence in HBSE</p>	<p>H: Chap. 1</p> <p>BB: Kondrat (2002)</p> <p>NASW: (2001)</p>
3	<p>Stress, coping and resilience</p> <p>Factors for risk and protection</p> <p>Ethical perspectives across the lifespan</p> <p>Cultural perspectives across the lifespan</p>	<p>BB: Walsh (2003)</p> <p>BB: Corcoran, et al (2002)</p> <p>Review: NASW (1996 and 2001)</p>
4	<p>Conception and pregnancy</p> <p>Infancy and early childhood</p> <p style="padding-left: 40px;">Attachment Theory</p> <p>Bio-psycho-social development</p>	H: Chap. 2 and 3
5	<p>Social systems interaction during infancy and early childhood</p> <p>Values and ethics regarding pregnancy, childbirth and early childhood</p> <p style="text-align: center;"><b>Invited speaker: Becky Burns, MSW Waisman Center</b></p>	<p>BB: Attachment packet</p> <p style="text-align: center;"><b>Quiz 1</b></p>
6	<p>Middle childhood</p> <p>Bio-psycho-social development</p>	H: Chap. 4 and 5

7	Adolescence  Bio-psycho-social development	H: Chap. 6  <b>Quiz 2</b>
8	Social systems interaction during later childhood and adolescence  Cultural and ethical perspectives on later childhood and adolescence	BB: TBA  <b>Paper 1 due Friday, midnight</b>
9	Early adulthood Cultural perspectives on adult role functions Bio-psycho-social development	H: Chap. 7
10	Middle adulthood  Bio-psycho-social development	H: Chap. 8
11	Social systems interaction during early and middle adulthood  Values and ethics relative to adulthood	BB: Saucier (2004) BB: Riley & Bowen (2005)  <b>Quiz 3</b>
12	Late adulthood Cultural perspectives on again  Bio-psycho-social development	H: Chap. 9  <b>Paper 2 due Friday, midnight</b>
13	Social systems interaction during late adulthood  Values and ethics related to later life and dying	BB: Holstein and Minkler (2003) BB: Silverstone (2005)
14	The dying process Social systems during the dying process Cultural perspectives on death and dying  <b>Invited speaker: Angela Piek, MSW HospiceCare</b>	H: Chap. 10  BB: Schroepfer, et al (2009)  <b>Quiz 4</b>
15	Course review	<b>Paper 3 due Friday, midnight</b>
16	<b>Comprehensive Examination</b>	

**State of Wisconsin  
Department of Safety and Professional Services**

**AGENDA REQUEST FORM**

Name and Title of Person Submitting the Request: Jill M. Remy, Program Manager		Date When Request Submitted: 5/3/2012	
		Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before meeting for all other boards</li> </ul>	
Name of Board, Committee, Council: Social Worker Section			
Board Meeting Date: 5-17-2012	Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How should the item be titled on the agenda page St. Norbert Social Worker Training Certificate Syllabi	
Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	Is an appearance before the Board being scheduled? If yes, by whom?  <input type="checkbox"/>  <input checked="" type="checkbox"/> No	Name of Case Advisor(s), if required:	
Describe the issue and action the Board should address: Review and make motion to approve or deny St. Norbert social worker training certificate syllabi; Human Behavior in the Social Environment (Lifespan Human Development) and Social Welfare Policy and Services.			
If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:			
<b>Directions for including supporting documents:</b> 1. This form should be attached to any documents submitted to the agenda. 2. Documents submitted to the agenda must be single-sided. 3. Only copies of the original document will be accepted. 4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting.			
<b>Authorization:</b>			
Jill M. Remy		5/3/2012	
Signature of person making this request		Date	
Supervisor signature (if required)		Date	
Bureau Director signature (indicates approval to add late items to agenda)		Date	

## Remy, Jill M - DSPS

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**From:** Henes, Sharon - DSPS  
**Sent:** Thursday, May 03, 2012 7:14 AM  
**To:** Remy, Jill M - DSPS  
**Subject:** FW: Course Information  
**Attachments:** Handout\_Lifespan Syllabus TWTH (F'11).pdf; Hill-Soderlund CV2011.pdf; text.docx; Lifespan-life course syllabus St. Norbert Spring2012.pdf; Jamie.Lynch CV SNC 4.2012.pdf; Monkeyluv.pdf; Sameroff -- A Unified Theory of Development.pdf; Sick of poverty.pdf; Lareau--Invisible Inequality.pdf; Do parents matter.pdf; Belsky & Pluess The Nature and Nurture of Plasticity in Human Development.pdf; Syllabus-SW Policy Fall2012.DOC; CV Kim Kaczmarowski 2010.doc; Foundations of Social Policy Text.pdf

Hi Jill,

Here is the information from St. Norbert.

Sharon

-----Original Message-----

**From:** Kim Kaczmarowski [<mailto:kim.kaczmarowski@snc.edu>]  
**Sent:** Wednesday, May 02, 2012 2:22 PM  
**To:** Henes, Sharon - DSPS; [sharon.h@wisconsin.gov](mailto:sharon.h@wisconsin.gov)  
**Subject:** Course Information

Hi Sharon,

I have attached information regarding courses for the next Social Work Board meeting regarding approval of courses for the Social Work Training Certificate:

Human Behavior in the Social Environment:

Class: Lifespan Human Development (2 syllabi attached, course readings/textbook information attached)

Instructors: Jamie Lynch, Ashley Hill-Soderlund (2 CV attached)

Social Welfare Policy and Services (Syllabus and textbook information attached)

Instructor: Kim Kaczmarowski (CV attached)

Please send me information regarding the date, time, and location of the May board meeting, as I plan to attend. Thank you!

--

Kim Kaczmarowski, MSW  
Instructor and Director of the Human Services Concentration/Minor St. Norbert College 100  
Grant Street Boyle 445 De Pere, WI 54115  
Phone: (920) 403-2935  
Fax: (920) 403-4086  
[kim.kaczmarowski@snc.edu](mailto:kim.kaczmarowski@snc.edu)

**Lifespan Human Development SSCI 220, A**  
**8 T, 9 W, 11 TH Cofrin 209**

**Instructor:** Dr. Ashley Hill-Söderlund

**Office:** JMS Hall 210

**Telephone:** x2917

**Office Hours:** T 2-3 & TR 9:30-10:30 and by appointment

**Email:** [ashley.hill-soderlund@snc.edu](mailto:ashley.hill-soderlund@snc.edu)

**Psychology TA Office:** JMS Hall 208

**Office Hours:** <http://www.snc.edu/psychology/hours.html>

***Children become parents in their own time, and novelties introduced in one generation can become the tradition of the next – Carolina Developmental Science Consortium Statement***

**Text & Printed Material:**

- Poole, D., Warren, A., & Nunez, N. (2007). *The Story of Human Development.* (1<sup>st</sup> ed.) New Jersey: Prentice Hall, Pearson Education.
- My Virtual Child
- Additional readings will be assigned throughout the semester and located on Moodle.
- You are responsible for printing the lecture outlines before class that are available on Moodle (*past students have said it is very helpful to take notes on these for the exams and as such they become your study guides*).

**Course Objectives and Integrating Core Themes**

This course is a survey of the theories and principles of human development from conception to death. We will take a multidisciplinary and integrated view of human development across the lifespan. We will approach issues both from a theoretical and empirical standpoint and when possible, from a practical knowledge viewpoint. Specific goals for this course are for learners to:

- ❖ Develop an understanding of the enduring key issues in developmental science:
  - Development is influenced by multiple factors
  - Development at one level affects changes in other level
  - Developmental outcomes are not determined and are characterized by change
  - Development is characterized by both interconnectedness and discontinuity across time
- ❖ Use your understanding of development and the scientific process to be able to critically evaluate information in the world at large.
- ❖ Develop and enhance a love for learning by understanding the plasticity of the brain and the need for lifelong intellectual stimulation and by developing skill sets related to successful learning strategies.

These goals are consistent with the learning outcome outlined in the GS 3 Human Relationship Courses: *to introduce you to the methodology and content of the social and behavioral sciences to help you understand some of the essential effects of human interactions.*

### Course Requirements

**Learning Skills.** There are a few skills that I believe are important to cultivate during your tenure in college in order to help you with your life goals and achievements. These are *responsibility, independence and initiative*. Ultimately your education and what you learn rests with you. Thus, it is important to take *responsibility* for your learning by preparing for class, attending class and so forth. It is also important to develop *independent* learning skills. We will cover selected material in class and **you are expected to master the rest of the material on your own and all assigned material has the potential to be on an exam.** It is up to you to synthesize material and determine what is most important. After all, this will be partly determined by you as a class – it depends on what questions you bring to class and what discussions we have. In fact, group discussions and activities will be the most likely inspiration for short essay questions on the exams. Major principles, enduring themes, and key points that appear in readings and in class are likely to be most important material. And finally, I highly value *initiative*. It is important to develop the ability to start something new or take the first step towards a goal. This may be asking a question in class that is unexpected, making an appointment with me to discuss a topic you are interested in or struggling with, making arrangements to have a tutor for the class, and contributing to group assignments in a creative way.

#### **Class Participation.** (*Skills: Responsibility & Initiative*)

Your participation both during class discussions and in your small groups will contribute to your final grade. You will prepare for discussions by writing reactions to readings that are due the day of the discussions. In addition, your group will rate your participation periodically. In addition, I will periodically rate your participation in group discussions. If it is not clear that you put effort into the assignment you will receive half credit or no credit accordingly. If you miss group discussions, you will not receive credit. If you turn in your reaction on time, but do not attend the class discussion you will receive half credit.

- ❖ Formal attendance is not taken; however, you are strongly encouraged to attend all class periods as most participation points **cannot** be made up. **There will be no credit for emailed assignments.**
- ❖ If you do miss a class, you are responsible for obtaining notes, handouts, assignments, and so forth from a classmate, not from the professor.

#### **Class Preparation and Lecture Notes.** (*Skills: Responsibility & Independence*)

You should complete all readings before the date that they are to be presented/discussed. I provide outlines of all lectures on the course website. **Please note these are outlines only!!! It is necessary to take additional notes during class on both what I talk about and on our class discussions.** Often students deem the statements on the lecture slides as the most important material. This is not necessarily the case. My slides serve as an organizational outline and the important definitions, examples, and critically thinking is **NOT** included on those slides. Sometimes it is also the case that students tune out when discussions begin, assuming that what other classmates say is not important because it did not come from the professor. Discussions are important. Many issues we will discuss in development are complex, have no ONE answer, and require us to think about as a group. Often these same complex issues will be short essay questions on the exams and while there is no one correct answer, I will be looking for certain information to back up your argument. This information will come directly from readings *and* class discussions.

#### **Evaluation of Knowledge.** (*Skills: Responsibility, Initiative, & Independence*)

- ❖ There are 3 online, closed book, timed quizzes. These are to be completed independently.
- ❖ There are 3 in-class selectively cumulative exams covering 3-4 chapters each.
- ❖ The format of the exams is multiple choice and short answer/essay questions.
- ❖ The final exam will cover the last four chapters and will cover main ideas, themes, and issues from the first three exams. There will be a longer and integrative essay question on the final exam.

**Course Requirements cont.**

**Evaluation of Knowledge cont.** (Skills: Responsibility, Initiative, & Independence)

- ❖ You may correct exams after they have been graded for extra credit points.

Reviewing mistakes on past exams increases learning. We will go over exams in class briefly. All exams must be handed back to me for storage in the Psychology TA office. However, you can review the exams in more detail anytime the TAs are in the office. As you review your exam reflect on why you missed a question: were you confused about a concept? Did you fail to read that section? Did you not provide enough detail? What makes the correct answer the right response? Write a detailed reflection on each question you missed and turn that page into me. You may earn ½ credit back, up to **5 points total**.

So, if you made a 95 on the exam and provide detailed enough reflection you may receive up to 2.5 points or 97.5 (or you made a 90, you could get up to a 95). To get credit you must write why you missed the question and why the correct answer is correct. **This is the only opportunity for extra points/credit, so please do not ask for other extra credit. If you are dissatisfied with your performance on an exam or assignment take the initiative to approach me EARLY in the semester so we can problem solve together.**

**Paper & Presentation.** (Skills: Responsibility, Initiative, & Independence):

- ❖ **Research Paper & Group Discussions: Examining Research in the Media (6 pages):** During the first week of class you will be assigned a group which you will meet with several times across the semester. Each of you will chose a topic at a different stage of the lifespan (infancy, childhood, etc.). When you turn arrives you will present information about your topic to the whole class. You will lead a discussion with your group about your topic and present what you discussed to the class. You will prepare for these presentations and discussions by writing a paper that examines research on your topic and how it is presented in the media. For example, you read several articles provided by me and decided to choose ADHD in childhood as you topic. The article I provided was written by a journalist at the NY times reporting on research done in New Mexico on a program claiming to cure ADHD with computer training programs. You first will read the actual research paper that the NY times article is based on. Did the journalist report the research accurately? Did s/he exaggerate or misinterpret? Then you will find on your own another media source, from TV, newspaper or magazine reporting on your topic. You will also locate the original research paper reported in your media source. You will use the two media articles and two research papers to write your paper, prepare your presentation, and your discussion. Everyone in your group will have read/watched your media sources before your discussion and will bring questions to class for discussion.
- ❖ **Group Papers:** Periodically I will assign a more group project that will involve integration or a more in depth look at one of our enduring issues. Depending on the assignment these papers will have different formats, but will be no longer than 5 pages.
- ❖

Class Participation (reactions & group papers)	130 pts
Online Quizzes	30 pts
Exam 1	100 pts
Exam 2	100 pts
Exam 3	100 pts
Cumulative Final	120 pts
Research Paper	120 pts
	700 pts

## Tentative COURSE SCHEDULE

<b>Week 1: Introduction and MAIN THEMES OF COURSE (you will use information from this week all semester)</b>		
T 8/30	Course Overview	<i>Watch: Benjamin Button for Thurs</i>
W 8/31	What is Developmental Science?	Pgs. xvii -7 & 20-43
TH 9/1	What is Developmental Science cont. ? <i>Group Meeting: assignments and introductions</i> <i>Discussion: Developmental Themes in Benjamin Button</i>	<i>Reaction to Benjamin Button Due</i>
<b>Week 2: Research in Developmental Science: How to think critically about development</b>		
T 9/6	What is an experiment? & Developmental Specific Methods	Pgs. 10-20
W 9/7	What is an experiment? & Developmental Specific Methods	
TH 9/8	(Slippage) <i>Group Meeting:</i> <i>Find a media source, research article, and critically evaluate it</i> <i>Choose topics for paper and presentation</i>	<i>Meet in computer lab, location TBA</i>
<b>Week 3: The Biological Foundations of Life</b>		
T 9/13	Genetics: The beginning of life	Pgs. 45-55
W 9/14	Gene by Environment interactions: Effects on prenatal Development	Pgs. 56-83, 96-110, 116-125 <i>Online Quiz Due</i>
TH 9/15	Prenatal Development: The miracle of life <i>Group Meeting: TBA</i>	Pgs. 85-96 & 111-115 <i>Reaction to Articles Due</i>
<b>Week 4: The first three years: Welcome to the world!</b>		
<b>T 9/20</b>	<b>Exam I</b>	<b>Chaps. 1-3</b>
W 9/21	Physical Development: Newborns & Premies-- Hold them close	Pgs. 127-136 & 171-180
TH 9/22	Physical Development: The Brain <i>Virtual Child introduction</i>	Pgs. 63-65 & 141-143
<b>Week 5: The first three years: welcome to the world!</b>		
T 9/27	Physical Development: The Brain	Pgs. 136-141
W 9/28	Cognitive Development: How smart are babies? Piaget and other theories	Pgs. 143-155
TH 9/29	Social and Emotional Development: How babies learn control <i>Group Meeting: Presentations and Group Discussion 1, Chapter 5 issues</i>	Pgs. 156-159 & 173-177 & 180-193 Rest of chap 5 <i>Reactions to group readings due</i>
<b>Week 6: The first three years: Welcome to the world!</b>		
T 10/4	Social and Emotional Development: Attachment -- The bond of life	Pgs. 159-165
W 10/5	Social and Emotional Development: Early Personalities -- Temperament	Pgs. 194-199
TH 10/6	<i>Long Weekend No Classes</i>	
<b>Week 7: Early Childhood: Learning about the world through play and experience</b>		
T 10/11	Physical Development: The Brain and Self-Regulation	Pgs. 213-218, 236-239 & 269-270
W 10/12	Cognitive Development: Play	Pgs. 231-218, 220-236 & 239-252 <i>Online Quiz due</i>
TH 10/13	Social and Emotional Development: Parenting <i>Group Meeting: Presentations and Group Discussion 2, Chapter 7 Issues</i>	Pgs. 281-286 Rest of Chap 7 <i>Reactions to group readings due</i>

**Week 8: Middle and Late childhood: Little Learners**

T 10/18	<b>Exam II</b>	<b>Chaps. 4-7</b>
W 10/19	Physical Development: Obesity -- a modern epidemic	Pgs. 301-307 & 352-353
TH 10/20	Cognitive Development: Education and the mind-body link <i>Group Meeting: Integration Exercises Parenting or Classroom</i>	Pgs. 307-324 & 366-370 <i>Group paper</i>

**Week 9: Middle and Late childhood: Little Learners**

T 10/25	Social and Emotional Development: Emotions and self-esteem	Pgs. 324-333 <i>Group Paper Due</i>
W 10/26	Social and Emotional Development: Peers and Social Interaction	Pgs. 333-341 & 371-375 & 384-386 Rest of Chap 9
TH 10/27	What is Adolescence? (Slippage) <i>Group Meeting: Presentations and Group Discussion 3, Chapter 9 issues</i>	Pgs. 433-437 <i>Reactions to group readings due</i>

**Week 10: Adolescence: Becoming a member of society**

T 11/1	Physical Development: Puberty	Pgs. 389-398
W 11/2	Physical Development: Brain Development -- Still growing & changing	Pgs. 398-403 & 449-461
TH 11/3	Social and Emotion Development: Identity and Moral Development <i>Group meeting: Who am I and what is right and wrong? Identity and Moral Development</i>	Pgs. 414-427 <i>Group Work Due in Class</i>

**Week 11: Adolescence: Becoming and member of society**

T 11/8	Cognitive Development: Thinking grows up	Pgs. 403-414
W 11/9	<i>Advisement Day- No Class</i>	<i>Online Quiz Due</i>
TH 11/10	Special Issues In Adolescence (Slippage) <i>Group Meeting: Presentations and Group Discussion 4, Chapter 11 Issues</i>	Rest of Chap 11 <i>Reactions to group readings due</i>

**Week 12: Early and Middle Adulthood: Still Changing!**

T 11/15	<i>Advisement Day- No Class</i>	
W 11/16	<b>Exam III</b>	<b>Chaps. 8-11</b>
TH 11/17	Physical and Cognitive Development: Brain & Cognition in adulthood	Pg. 486 & 488-492 Pgs. 475-487 & 520-527

**Week 13: Early and Middle Adulthood: Still Changing!**

T 11/22	Cognitive Development: Intelligence: Gains and Losses	Pgs. 492-497 & 549-554 & 589-593
W 11/23	<i>Thanksgiving Vacation</i>	
TH 11/24	<i>Thanksgiving Vacation</i>	

**Week 14: Early and Middle Adulthood: Still Changing!**

T 11/29	Social and Emotional Development: Love & Attachment	Pgs. 497-514 & 532-547 & 624-633
W 11/30	Aging, stress and adjusting to old age	Pgs. 556-557 & 561-578 & 593-598 & 643-645
TH 12/1	<i>Group Meeting: Presentations and Group Discussion 5 &amp; 6; Chapter 13/15 issues</i>	Rest of chap 13 & 15 <i>Reactions to articles due</i>

**Week 15: Late Adulthood, the End of Life, and the Journey**

T 12/6	The aging Brain and the case of Alzheimer's	Pgs. 578-592 & 612-616
W 12/7	Death and Dying	Pgs. 649-670
TH 12/8	The successful journey <i>Discussion: Themes and Integration</i>	Pgs. 620-624

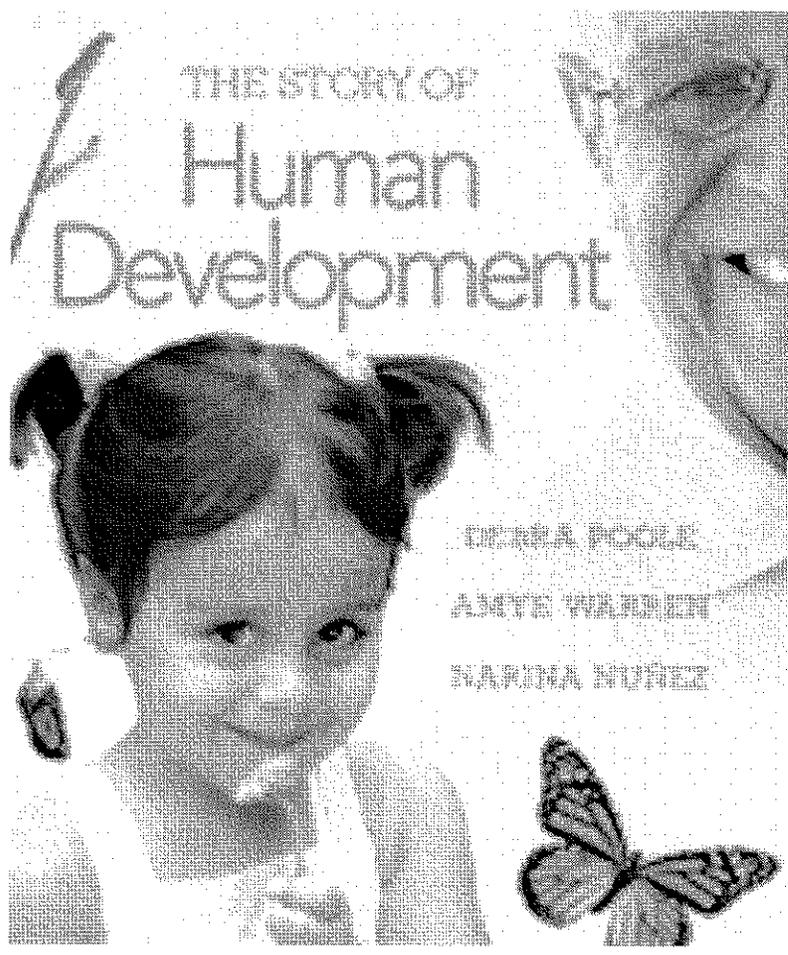
**Wednesday 12/14 9:15-11:15am Final Exam**

The letter grades in the course will be assigned according to the following evaluation scale:

A	92-100%	(641-700)	C	72-78%	(501-549)
AB	89-91%	(620-640)	CD	69-71%	(480-500)
B	82-88%	(571-619)	D	65-68%	(452-479)
BC	79-81%	(550-570)	F	< 65%	(000-451)

#### POLICIES TO KEEP IN MIND

- ❖ **Services for Students with Disabilities.** In keeping with the St. Norbert College mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the College provides supportive services to students with disabilities. For enquiries and further details, please visit the Academic Support Services Office located in Todd Wehr Hall Room 211 or contact Karen Goode-Bartholomew, Coordinator of Services to Students with Disabilities (Phone: 403-1326).
- ❖ **Late assignments/Missed Exams.** Points will be deducted for work that is turned in late (after a specified deadline, without a valid, pre-approved extension). The number of points to be deducted will be a function of the total number of points possible for the assignment (on average a letter grade per day late). If you have a legitimate reason for missing a scheduled exam (sickness, emergency) please let me know *in advance* of the test and you will be required to take a second comprehensive exam on Final Exam day to replace the missed test. If you have taken all of the scheduled exams, you have the option of taking the second comprehensive exam to replace one test grade. This policy applies regardless of the reason you have for missing the exam. I do not give make-up exams during the semester. The make-up final exam will be similar in length, difficulty, and item type to the required final exam, but will not have the cumulative essay component.
- ❖ **Honor Policy.** I follow the policy outlined in the St. Norbert College Honor code with regard to cheating and dishonesty. Every test and paper signature constitutes a pledge that you understand the honor code. Copying another student's work/test or a paper off the web is considered plagiarism. Obtaining prior information about a test from another section or student is considered cheating. Assisting another student in any of these acts is considered to be academic dishonesty. It is permissible to use web based searches to explore concepts in this class. Use discrimination with what websites you trust, paraphrase carefully, and cite the WebPages you use. You are also permitted to study for exams together in groups. I am required, without exception, to report any violation of the honor code.
- ❖ **Class Etiquette.** Common sense rules apply to etiquette in the classroom. This includes having cell phones turned off and put away during class. If you have a dire reason to have your cell phone on, please let me know before class begins. If you require using a laptop in class *you must have permission* from me before you use it. Furthermore, if you have a laptop in class you may not sit in the back row and you may not visit unrelated web pages that may distract students around you. If I notice that use of a laptop is disruptive to anyone, including myself, I will rescind the privilege to use the laptop during class. If you are unable to attend the full class period, please let me know beforehand that you will be leaving and depart as unobtrusively as possible. I ask that you treat this class and your fellow students with respect. This includes not disrupting class by being late, leaving early (without permission or loudly), interrupting, or talking over others.



- Chapter 1: Introduction to Human Development
- Chapter 2: Heredity and Environment
- Chapter 3: Prenatal Development and Birth
- Chapter 4: Profile of the First Three Years
- Chapter 5: Pathways Through the First Three Years
- Chapter 6: Profile of Early Childhood
- Chapter 7: Pathways through Early Childhood
- Chapter 8: Profile of Middle and Late Childhood
- Chapter 9: Pathways through Middle and Late Childhood
- Chapter 10: Profile of Adolescence
- Chapter 11: Pathways through Adolescence
- Chapter 12: Profile of Early to Middle Adulthood
- Chapter 13: Pathways through Early to Middle Adulthood
- Chapter 14: Profile of Middle to Late Adulthood
- Chapter 15: Pathways through Middle to Late Adulthood
- Chapter 16: Epilogue: The End of Life

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# LIFESPAN HUMAN DEVELOPMENT: A SOCIOLOGICAL APPROACH TO AGING AND DEVELOPMENT

## SSCI 220 (Spring 2012) [GS-3 Human Relationships]

**Professor:** Jamie L. Lynch  
**Dates and Times:** Tuesday 11:00—12:50 & Tuesday 1:00—2:50  
**Location:** 101 Boyle Hall  
**Office:** 454 Boyle  
**Office Hours:** Monday (11am-1pm), Friday (11am-12:00pm), or by appointment  
**Contact Information:** 920.403.2939; [jamie.Lynch@snc.edu](mailto:jamie.Lynch@snc.edu)

### COURSE DESCRIPTION

In this course, we will draw on psychological, sociological, and biological theories and evidence to develop a broad understanding of human development and aging. Unlike other sections of SSCI 220 at SNC that focus extensively on the psychological and biological aspects of child development, this course will examine the social and biological aspects of age and aging throughout the lifespan paying particular attention to middle age and later life. If you are looking for a more typical psychology focused/child development version of Human Development (220) I would encourage you to enroll in another section.

### COURSE OBJECTIVES

At the completion of this course, you should:

- 1) Have a clear understanding of how social institutions and elements of the social environment—especially race-ethnicity, gender, and social relationships—influence aging and maturity;
- 2) Be fluent in the language of life course and lifespan sociology;
- 3) Have a clear understanding of nature and nurture influence human development;
- 4) Have a basic understanding of systems of human development;
- 5) Possess the necessary skills to critically evaluate policy statements and research articles regarding aging.

### **OVERARCHING REQUIRED READINGS**

#### **Books**

Morgan, Leslie A. and Suzanne R. Kunkel. 2011. *Aging, Society and the Life Course, Fourth Addition*. Springer Publishing Company. (listed as **Reader** within the syllabus)

Sapolsky, Robert M. 2006. *Monkeyluv: And Other Essays on Our Lives as Animals*. Scribner (listed as **Monkey** within the syllabus)

**Articles (can be found online for free). Most articles will be located in the course G:\ drive. To access the G:\ drive from an off campus computer utilize: [snc.edu/netstorage](http://snc.edu/netstorage)**

### **Class Etiquette**

Class is a unique place of business for education and community that requires a lot of diverse people to interact. In order to ensure that everyone is able to enjoy their classroom experience I ask that you follow these expectations. Please do not distract others by carrying on side conversations or coming late to class. Please do not use your cellular phone, ipod, or any other entertainment/communication device during class. Please **do not sleep in class**. Please share your opinions with the class in a respectful and calm manner. Any student, who threatens, intimidates or attacks another student or me will be asked to leave the class. Please do not bring any visitors (including children) to class without my permission. If you have a personal or private situation please talk to me before or after class, or e-mail me at [jamie.lynch@snc.edu](mailto:jamie.lynch@snc.edu).

### **Students with Disabilities**

In keeping with the St. Norbert College mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the College provides supportive services to students with disabilities. For more information, please visit the Academic Support Services Office located in Todd Wehr Hall, or contact Karen Goode-Bartholomew, Coordinator of Services to Students with Disabilities (Phone: 403-1326), or visit the website [www.snc.edu/academicssupport/disabilities.html](http://www.snc.edu/academicssupport/disabilities.html)

### **Honor Code**

Students are expected to abide by the Academic Honor Code of St. Norbert College.

### **Attendance**

You are expected to attend all classes. Material covered in class will supplement and expand on course readings. Readings do not take the place of class attendance. Accordingly, you are responsible for all material covered in the readings and in class.

Please arrive to class on time. Attendance will be taken at the start of class each day. Students who are late will not be allowed to fill out the attendance sheet and will be considered absent. If you are able to provide a legitimate excuse for being late you may be allowed to sign the attendance sheet (please discuss excuses with me at the end of class). If, for some reason, you are late please be courteous to me and your fellow students by quietly entering the room with minimal distraction.

For every **two unexcused absences** your final course grade will drop a full letter grade. In other words, an "AB" becomes a "BC" after 2 unexcused absences. Unexcused absences include coming late to class or leaving class early. Excused absences, such as military duty, school-related functions or medical problems can be considered excused absences with proper documentation. If you need to miss class for any reason please contact me immediately ([jamie.lynch@snc.edu](mailto:jamie.lynch@snc.edu)).

## Reading Assignments and Lecture

Each and every week you will be assigned a series of readings. I expect that you will complete all of the readings before the start of class and will be ready to actively evaluate and critically respond to questions regarding the readings during class. Lectures and discussions integrate topics and ideas from the course readings with new information (current event, film, court case, etc.). I believe in an interactive classroom, so be prepared to actively participate in lecture and discussion.

## Academic Misconduct

University rule 3335-31-02 requires that "each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Academic Misconduct is defined by the St. Norbert *Code of Student Conduct* as: Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to, cheating on tests, misrepresenting yourself or your work, including passing off other's work as your own or copying papers off the Internet, and plagiarism. With respect to literature reviews, copying entire sentences or phrases of another authors' summary of relevant research constitutes plagiarism, even if the original authors' sources are cited by the person copying the work. **If you are uncertain whether something constitutes academic misconduct, please ask! I will report all forms of suspected academic misconduct.**

## Course Requirements

This course has a total of three major assignments (one essay; two presentations), a series of quizzes, and two exams. Each requirement has an equal weight of 20 points with a sum total of 100 possible points. Accordingly, your grade = total points = percentage = your grade.

## Grading Criteria

Requirement	Due Date	Points
Presentations (two times)	2/23; 5/1	20 points (10/10)
Nature/nurture critique	2/14	15
Reading Quizzes / Participation	variable	20
Mid-term	3/8	20
Final Exam	5/11	25
<b>Total</b>		<b>100</b>

Grading Scale					
A	92 - 100	B	82 - 88	C	72 - 78
D	65 - 68	AB	89 - 91	BC	79 - 81
F	0 - 64	CD	69 - 71		

## Grading Scale:

- A Excellent work.** Demonstrates superior ability to creatively and appropriately organize, comprehend, and express ideas orally and in writing. Papers are grammatically correct and free of typographical errors.
- B Above average work.** Demonstrates consistently good and comprehensive work. Papers are grammatically correct but may contain a few typos.
- C Fair to average work.** Demonstrates moderate skill in organization and expression of ideas, and provides acceptable responses. Some grammar or typographical errors.
- D Below average work.** Demonstrates some skill in organization and expression of ideas and does not consistently provide acceptable responses. Paper contains grammatical and typographical errors.
- F Unacceptable work.** Demonstrates little to no clear ability to organize and express ideas in an understandable manner, and/or provides incomplete responses

## Assignments

Any and all assignments (papers, projects, etc.) are due at the beginning of class on the date indicated on the class schedule.

- All written work must be typed in size 12 font, double spaced and have 1 inch page margins.
- Incomplete assignments are not acceptable and will receive a grade of 0.
- **Late assignments are not accepted.**
- Please be sure to follow any and all directions on each assignment.

Note: these assignments take a long time to do well. I strongly encourage you to start your writing process no later than the second week of the course. In general, "A" level assignments require more than 10 hours of work and group projects require 20 to 30 hours of group work for the research project. Spread out over a quarter, 40 hours is no great task; crammed into a week, 40 hours of work on one project can be daunting, stressful, and simply impossible. Please start your work early.

## ~~~~Assignment I, Nature, Nurture, or ? (Due 2/14)

This assignment requires you think outside the box of the nature/nurture discussion and ponder the idea that a third factor might influence child development. You will read the article "Do Parents Matter" by Malcolm Gladwell (located on the G drive) and critique the hypothesis that friends are an important element ignored in the nature/nurture debate. In particular, you will be required to identify, explain, and justify the strengths and weaknesses of the research regarding nature and nurture in a **900 word essay**. Here are some questions to consider: How clear are the arguments, research procedures, and findings for each perspective? How convincing are the researcher's conclusions? What is your conclusion about the merits of each perspective?

**A detailed set of directions will be distributed in early February.**

## ~~~~Assignment 2, Group Presentations (two times)<sup>1</sup>

Presentations are worth 20% of your final grade. You will work in groups of 4 or 5. You will present to the class a newspaper or news magazine article relating to the (1) nature or nurture of child development and (2) the social contexts of aging in America. Your group will need to meet before presenting the reading to discuss the article, understand it, and develop a plan for presenting it in an interesting manner to the class. Your presentation should take at least 10 minutes, but no more than 15.

Each member of your group will be asked to evaluate the other members on their overall contribution to the group effort. (See group evaluation handout). Group members' evaluations will be taken into account in determining individual presentation grades. Groups members will be asked to evaluate each other on a scale of 1-10 on:

- Cooperation with the group
- Presence/absence for group planning/work
- Knowledge and preparedness
- Contributions to overall effort

In addition to the groups presentation you will be required to submit an **individual 500 word response paper** critiquing and analyzing the article.

**Additional details and requirements will be distributed in class.**

### **Exams/Quizzes**

**Exams:** The midterm and final exam will be closed-book and closed-note exam. You will be required to answer a series of multiple choice questions and write two or three brief essays. You will be graded on your ability to synthesize, analyze, and incorporate course readings and lectures into your essay answers. Each exam will evaluate your familiarity with and comprehension of the course material, and your capacity to make a critical, cogent, and interesting argument.

**Quizzes/participation:** There will be a series of pop quizzes focused on the assigned reading and course material. The majority of these quizzes will take place in the second half of the course when our focus is on aging. Participation will include participating in class discussion, preparing questions for guest speakers, and reviewing and critiquing the work of your classmates.

---

<sup>1</sup> Adapted from Cynthia Riff Hancock

	DATE	TOPIC	READING / ASSIGNMENTS
<b>Week 1</b>	1/24	-Introduction and Overview	
	1/26	-Philosophy of Social Science	
<b>Week 2</b>	1/31	What are genes good for?	Monkey (Part 1: intro, essay 1, 2 and 3)
	2/2	The uniqueness of humans (Sapolsky Video/discussion)	Monkey (Part 1: essay 5 and 6)
<b>Week 3</b>	2/7	Biological foundations of life	Belsky & Pluess (G Drive)
	2/9	Social foundations of development	Monkey (Part 2: Essay 8 and 10) Lareau (G Drive)
<b>Week 4</b>	2/14	A Unified Theory of Development	Sameroff (G Drive) <b>&lt;&lt;Nature/Nurture critique due&gt;&gt;</b>
	2/16	How social status impacts health (Bad Sugar)	Monkey ( Essay 10 and 13; G Drive-sick of poverty)
<b>Week 5</b>	2/21	Human Development and Society	Monkey (Essay 15 and 16 )
	2/23	<b>Child Development Group Presentations</b>	<b>Presentation write-up due</b>
<b>Week 6</b>	2/28	Aging and Society	Monkey Essay 18
	3/1		Chapter 1 (Reader) Monkey 17
<b>Week 7</b>	3/6	Studying Aging / <b>Exam review</b>	Chapter 2 (Reader)
	3/8	<b>Mid-term exam</b>	
<b>Week 8 &lt;&lt;Spring Break&gt;&gt;</b>			
<b>Week 9</b>	3/20	The Demography of Aging	Chapter 3 (Reader)
	3/22	The Aging Individual	Chapter 4 (Reader)
<b>Week 10</b>	3/27	Aging and the Family	Chapter 5 (Reader)
	3/29	Work and Retirement	Chapter 6 (Reader)
<b>Week 11</b>	4/3	Economics and Age	Chapter 7 (Reader)
	4/5	Guest Speaker/ <b>Reading Quiz</b>	
<b>Week 12</b>	4/10	Age and Health	Chapter 8 (Reader)
<b>&lt;&lt;(no class 4/12)&gt;&gt;</b>			
<b>Week 13</b>	4/17	The Politics of Aging	Chapter 9 (Reader)
	4/19	Global Aging	Chapter 10 (Reader)
<b>Week 14</b>	4/24	Baby Boomers	Chapter 11 (Reader)
	4/26	The Future of Aging	Chapter 12 (Reader)
<b>Week 15</b>	5/1	<b>Aging Presentations</b>	<b>Presentation write-up due</b>
<b>&lt;&lt;(No class 5/3)&gt;&gt;</b>			
<b>Week 16</b>	5/11	<b>Final Exam (11:00-1:00pm)</b>	

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"A hit... Sapolsky lets his obsessive curiosity wander amiably... Most compelling when the animal behavior he is reckoning with is our own."

—*The New York Times Book Review*

# Monkeyluv

AND OTHER ESSAYS ON OUR LIVES AS ANIMALS

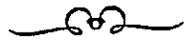


Robert M. Sapolsky

Author of *A Primate's Memoir*

# MONKEYLUV

And Other Essays on Our Lives as Animals



Robert M. Sapolsky

SCRIBNER  
New York London Toronto Sydney

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## EDUCATION

University of Notre Dame

**Ph.D., Developmental Psychology**, January 2004

Dissertation title: *The development of effortful control: Links with parenting, infant emotion regulation, and social competence in early childhood*

Chair: Julia M. Braungart-Rieker

Committee: Bradley Gibson, E. Mark Cummings, Jeanne Day

University of West Florida

**M.A., General Psychology**, May 1999

Thesis title: *The stories of children: A qualitative study on well-being in a kindergarten setting*

Advisor: Sam Mathews

Southern Methodist University

**B.A., Psychology and B.A., History**, May 1995

Departmental Distinction Honors Thesis title: *Evaluation of a bilingual intervention program for Hispanic preschoolers*

Advisor: Kenneth Springer

## PROFESSIONAL POSITIONS

Saint Norbert College, De Pere WI

**Assistant Professor of Psychology** 2008-present

Center for Developmental Science at the University of North Carolina at Chapel Hill, Chapel Hill NC

**Research Associate**, *The Durham Child Health and Development Project*, 2007-2008

**Postdoctoral Fellow**, *The Durham Child Health and Development Project and RIGHT track project*, 2004-2007

Advisors: Susan D. Calkins and Martha J. Cox

University of North Carolina at Greensboro, Greensboro, NC

**Assistant Visiting Professor**, Department of Psychology, 2003-2004

University of Notre Dame, Notre Dame, IN

**Research Assistant**, *The Notre Dame Babies and Families Project, the Notre Dame Child Development Project and the Notre Dame Infant Development Project*, 1999-2003

Advisor: Julia M. Braungart-Rieker

University of West Florida, Pensacola, FL

**Research Assistant**, *Head Start Longitudinal Study*, 1996-1999

Advisor: Sam Mathews

## GRANTS

**Small Research Grant Program (Parent R03), National Institute of Mental Health (5R03MH085154-02),** \$110,936 total award, P.I., Ashley L. Hill-Söderlund, *Effects of caregiver behaviors & physiological risk on toddler behavior problems; Spring 2010-2012.*

**Faculty Development Summer Grants, Saint Norbert Faculty Development Program, \$2000**  
*Development of Infant-Toddler Emotion Regulation and the Parent-Child Relationship; Summer-Fall 2010.*

**Student-Faculty Development Endowment Fund, Saint Norbert Faculty Development Program, \$1000**  
*Support for a faculty-student collaborative and observational research project to code behavioral regulation strategies in 4 and 5 year old children; Spring 2010.*

**Faculty Development Summer Grants, Saint Norbert Faculty Development Program, \$1750**  
*Course development of an upper level developmental course in adulthood and aging; Summer 2009.*

**Integrated Research Activities for Developmental Science (IRADS), North Carolina Child Development Research Collaborative, National Science Foundation (# BCS-0720660), \$2,500,000 total award, P.I.s** Martha J. Cox and Peter Ornstein; Investigator Ashley L. Hill, 2007-2012.

**National Research Service Awards for Individual Postdoctoral Fellows (1 F32 MH070192-01A2), National Institute of Health, \$92,272.** P.I. Ashley L. Hill, 2005-2007.  
Sponsors: Susan D. Calkins & Martha J. Cox  
*Infant Emotion Regulation: Biological and Caregiver Influences.*

**Institute for Scholarship in the Liberal Arts, University of Notre Dame, Pilot Funds for Social Science Research, \$4,700.** P.I.s Julia M. Braungart-Rieker & Ashley L. Hill, 2001.  
*The development of effortful control: Links to early infant emotion regulation and social competence in early childhood.*

## PUBLICATIONS

- Braungart-Rieker, J.M., **Hill-Söderlund, A.L.** & Karass, J. (2010) Fear and Anger Reactivity Trajectories from 4 to 16 months: The Roles of Temperament, Regulation, and Maternal Sensitivity. *Developmental Psychology, 46*, 791-804.
- Moore, G.A., **Hill-Söderlund, A.L.**, Cathi B. Propper, C.B., Calkins, S.D., Mills-Koonce, W. R., & Cox, M.J. (2009). Mother – infant vagal regulation in the face-to-face still-face paradigm is moderated by maternal sensitivity. *Child Development, 80*, Number 1, 209 – 223.
- Hill- Söderlund, A.L.** & Braungart-Rieker, J.M. (2008). Infant fearful temperament: Implications for effortful control in early childhood. *Infant Behavior and Development, 31*, 386-397.
- Propper, C., Moore, G.A., Mills-Koonce, W.R., Halpern, C.T., **Hill- Söderlund, A.L.**, Calkins, S.D., Carbone, M., & Cox, M. (2008). Gene-Environment contributions to the development of infant vagal reactivity: The interaction of Dopamine and Maternal Sensitivity. *Child Development, 79*, 1377-1394.
- Degnan, K. A., Calkins, S.D., Keane, S.P., & **Hill- Söderlund A.L.** (2008). Profiles of disruptive behavior across early childhood: Contributions of frustration reactivity, physiological regulation, and maternal behavior. *Child Development, 79*, 1357-1376.
- Hill- Söderlund A.L.**, Mills-Koonce, W.R., Propper, C., Calkins, S.D., Granger, D.A., Moore, G.A., Louis-

- Garipey, J., & Cox, M.J. (2008). Parasympathetic and Sympathetic Responses to the Strange Situation in Secure and Insecure-Avoidant Attached Dyads. *Developmental Psychobiology*, 50, 361-376.
- Calkins, S.D. & Hill, A.L. (2007). Caregiver Influences on Emerging Emotion regulation: Biological and Environmental Transactions in Early Development. In J. Gross (Series Ed.) *Handbook of Emotion Regulation*. Guilford Press: New York, New York.
- Hill, A.L., Degnan, K.A., Calkins, S.D., & Keane, S.P. (2006). Profiles of externalizing behavior in boys and girls across preschool: The roles of emotion regulation and inattention. *Developmental Psychology*, 42, 913-928.
- Braungart-Rieker, J.M., & Hill, A.L. (2004). Emotion Regulation: Implications for children's school readiness and achievement. In O.N. Saracho & B. Spodek (Series Ed.), *Contemporary Perspectives in Early Childhood Education*. Greenwich, CT: Information Age Publishing, Inc.
- Hill, A.L., & Braungart-Rieker, J.M. (2001). Four-month attention regulation and its prediction of three-year compliance. *Infancy*, 3, 261-273.

#### MANUSCRIPTS IN REVISION/PREPARATION

- Hill-Söderlund, A.L., VanSchyndel, S.K.\*, & Ekas, N., & Braungart-Rieker, J.M. The function of emotion in predicting *Regulation in early childhood: Sequential Analysis of emotional expressions and regulation strategies across two delay of gratification tasks*
- Hill-Söderlund, A.L., Garipey, J.L., Granger, D.A., & Cox, M.J. Development of salivary alpha-amylase and externalizing behavior problems across early childhood and its prediction of school readiness
- Hill-Soderlund, A.L., Cox, M.J., Garipey, J.L. & Granger, D.A. Maternal behavior moderates the relationship between symmetry in HPNA and SNS systems and internalizing problems at 24 and 36 months

#### INVITED PRESENTATIONS

- Hill-Söderlund, A.L. (Spring, 2009) *The development of regulation in early life: Exploring caregiver and physiological contributions to optimal development*. Presented at the Center for Applied Psychology as a part of the Distinguished Speaker Series, University of West Florida, Pensacola, FL.
- Hill, A.L. (Fall, 2006) *Physiological responses to the Strange Situation: Vagal withdrawal, salivary alpha-amylase, and salivary cortisol in mothers and infants as function of attachment status*. Presented at the Durham Child Health and Development Research Forum, University of North Carolina, Chapel Hill.
- Hill, A.L. (Spring, 2005) *Longitudinal Profiles of Externalizing behavior from age 2 to 5: Relations with emotion regulation and inattention*. Presented at the Developmental Colloquia, Department of Psychology, University of North Carolina at Chapel Hill.
- Hill, A.L. & Degnan, K.A. (Fall, 2005) *Trajectory analysis of problem behavior*. Presented at the Developmental Colloquia, Department of Psychology, University of North Carolina at Greensboro.
- Hill, A.L. (Spring, 2004). *The development of internally motivated regulation*. Presented at the Developmental Colloquia, University of North Carolina at Greensboro.

## PROFESSIONAL PRESENTATIONS

Hill-Söderlund, A.L., VanSchyndel, S.K. \*, & Braungart-Rieker, J.M. (April 2011) *Regulation in early childhood: Strategy use and prediction of performance across effortful control tasks*. Poster presented at the Society for Research in Child Development Biennial Meeting, April 2011, Montreal, Quebec, Canada.

VanSchyndel, S.K. \*, Laws, K.M. \*, Naso, M. \*, Farraj, M. \*, Oddi-Lance, K\*, Bridgette, D.J., Hill-Söderlund, A.L, Rutherford, H.J.V., Mayes, L.C. (April, 2011) *The contribution of problematic emotion regulation frustration during interactions with a distressed simulated infant*. Poster presented at the Society for Research in Child Development Biennial Meeting, April 2011, Montreal, Quebec, Canada.

Hill-Söderlund, A.L., Propper, C.B., Willoughby, M.T, Calkins, S.D. & Cox, M.J. (April, 2009). *Psychophysiological correlates of effortful control across three contexts in early childhood*. Poster presented at the 68<sup>th</sup> biennial meeting of the Society for Research in Child Development, Denver Co.

Moore, G., Hill-Soderlund, A.L., Propper, C.B., Calkins, S., Mills-Koonce, W.R., Cox, M.J. (March, 2008). *Mother-Infant Vagal Regulation in the Face-to-Face Still-Face Paradigm is Moderated by Maternal Sensitivity*. Paper presented at the International Conference on Infant Studies, Vancouver, CA.

Hill, A.L., Mills-Koonce, W.R., Propper, C.B., Calkins, S.D., Granger, D.A., Garipey, J. & Cox, M.J. (April 2007). *Physiological Responses to the Strange Situation in Infants and Mothers From Avoidant and Securely Attached Dyads*. Paper presented at the 67<sup>th</sup> biennial meeting of the Society for Research in Child Development, Boston, MA.

Degnan, K.A., Hill, A.L., Calkins, S.D. & Keane, S.P. (April 2007). *Profiles of Externalizing Behavior Across Preschool: Links to Psychopathology in Childhood*. Poster presented at the 67<sup>th</sup> biennial meeting of the Society for Research in Child Development, Boston, MA.

Degnan, K.A., Calkins, S.D., Keane, S.P. & Hill, A.L. (April 2007). *Developmental Profiles of Disruptive Behavior Across Early Childhood: The Roles of Reactivity, Regulation, and Maternal Behavior*. Poster presented at the 67<sup>th</sup> biennial meeting of the Society for Research in Child Development, Boston, MA.

Hill, A.L., Degnan, K.A., Calkins, S.D. & Keane, S.P. (April 2005). *Profiles of externalizing behavior problems for boys and girls across preschool: The roles of emotion regulation and inattention*. Poster presented at the 66<sup>th</sup> biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Hill, A.L. & Braungart-Rieker J.M. (May 2004). *Precursors of Effortful Control: Relations with Maternal Sensitivity and Emotion Regulation in Infancy*. Poster presented at the International Conference on Infant Studies, Chicago, IL.

Braungart-Rieker, J.M., Hill, A.L., & Karrass, J. (April 2003). *Reactivity trajectories from 4 to 16 months: The effects of regulation, temperament, and maternal sensitivity*. Paper presented at the 65<sup>th</sup> biennial meeting of the Society for Research in Child Development, Tampa, FL.

Hill, A.L. (April 2002). *Antecedents and outcomes of effortful control: Links to early emotion regulation and social competence in early childhood*. Poster presented at the International Conference on Infant Studies, Toronto, Canada.

Hill, A.L., Karrass, J., & Braungart-Rieker, J. M. (April 2002). *Regulation and reactivity: Relations with maternal stress*. Poster presented at the International Conference on Infant Studies, Toronto, Canada.

Karrass, J., & Hill, A.L. (April 2002). *Reactivity, emotion regulation, and language development at the beginning of the second year*. Poster presented at the Conference on Human Development, Charlotte, NC.

Hill, A.L. (April 2001). *Four-month attention regulation and its prediction of three-year compliance*. Poster presented at the 64<sup>th</sup> biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Braungart-Rieker, J.M., & Hill, A.L., Cassirer, N., & Ziembroski, J.S. (April 2001). *Behavioral problems and the home environment during childhood: Predictors from infancy*. Poster presented at the 64<sup>th</sup> biennial meeting of the Society for Research, Minneapolis, MN.

Hill, A.L. (April 1999). *The stories of children: A qualitative study on well-being in a kindergarten setting*. Poster presentation at the annual meeting of the Southeastern Psychological Association regional conference, Savannah, GA.

Mathews, S. II, & Hill, A.L. (May 1999). *From file cabinets to databases: Keeping up with kids in Head Start*. Roundtable session presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.

Hill, A.L. (April 1995). *Evaluation of a bilingual intervention program for Hispanic preschoolers*. Poster presented at the annual meeting of the Southwestern Psychological Association regional conference, San Antonio, TX.

## COURSES

**Lifespan Developmental Psychology:** This course is interdisciplinary in nature and chronologically covers development from conception to death in the physical, cognitive and socio-emotional domains. The emphasis is on diversity of developmental trajectories and the interplay of multiple factors on the developmental life course.

**General Psychology:** This course is an introduction to psychological science. The emphasis is on introducing science as a way of knowing, the complexity of psychological phenomena, and introducing research methods.

**Infant and Toddler Development:** This course is designed as an upper-level seminar style course with a laboratory. The emphasis is on learning developmental methods and analysis, conducting an observational project and critically thinking on current empirical studies and social policy in the field of infant development.

**Basic Principles and Methods of Psychological Research:** This course focuses on the strengths and limitations of the empirical approach to the study of psychological phenomena. The organizing theme is the exploration of the scientific method as a way of knowing. This includes attention to basic process of research, such as identifying research problems, evaluating ethical concerns related to the research process, selecting appropriate research methods, measures, and analytical tools, and reporting results. Within this framework, students conduct a replication of an experimental study from start to finish.

## SKILLS AND SPECIALIZED TRAINING

University of North Carolina, School of Nursing, Fall 2006

Developmental Physiology

Instructor: Dr. Sue Thoyre

This course examined developmental change in morphological processes in normal and abnormal physiology from prenatal to late childhood.

Pennsylvania State University, Salimetrics, LLC., Spring 2006

Consultant: Dr. Douglas Granger

Received training in analysis and immunoassay of two salivary measures, cortisol and alpha-amylase.

SAS institute Cary, NC., Spring 2006  
 Instructors: Dr. Daniel Bauer and Dr. Patrick Curran  
 Multilevel Modeling SAS Tier IV expert course

Mxedit Reliability course, Fall 2004  
 Consultant: Dr. Jane Doussard-Roosevelt  
 Certified for inter-beat interval editing for heart period variability in infants.

University of North Carolina, Center for Developmental Science, Fall 2004- Fall 2006  
 Instructors: Drs. Martha J. Cox, Peter O. Ornstein, Susan D. Calkins, Vonnie McLoyd, Steve Reznick, Patricia Bauer, Lynn Baker-Ward  
 Participant in Carolina Consortium on Human Development Proseminar series: This class and speaker series approaches various themes of development from a developmental science perspective. Thus, a wide variety of specialists and topics are discussed with an emphasis on longitudinal design, interdisciplinary methods and theory, and different levels of analysis.

University of North Carolina, Odum Institute of Research and Social Science  
 MPLUS workshop with Dr. Bengt Muthen, Spring 2006  
 Logistic Regression, Fall 2005  
 Mixture Modeling, Spring 2004

University of Notre Dame, Division of Quantitative Psychology  
 Structural Equation Modeling, LISREL, 2001  
 Hierarchical Linear Modeling, HLM, SAS, 2000

### PROFESSIONAL SERVICE AND ACTIVITIES

National Institutes of Health (NIH) Early Career Reviewer

#### *Ad Hoc Reviewer*

Developmental Psychology  
 Developmental Psychobiology  
 Infant Behavior and Development  
 European Journal of Developmental Science

#### *College and Department Service*

##### *Saint Norbert College*

Killeen Speakers Committee, 2009-present  
 Undergraduate research collaboration Committee, 2009-present  
 Sociology Tenure-Track Search Committee, 2010  
 Education Tenure-Track Search Committee, 2009  
 Director of Grant Development Search Committee, 2010  
 Sports and Society Committee, 2009-2010  
 Chemistry Teaching-Fellow Search Committee, 2009

##### *Center for Developmental Science*

Carolina Consortium on Human Development, Fall, 2005  
 Member of organizing committee for *The emergence of Self-Regulation: Emotion and cognitive control in early development*. [http://www.cds.unc.edu/cchdproseminar\\_past.htm#F2005](http://www.cds.unc.edu/cchdproseminar_past.htm#F2005)

*University of Notre Dame*  
Developmental Graduate Student Faculty Representative, 2002-2003

*Professional Activities and Memberships*  
Society for Research in Child Development  
International Society in Infant Studies  
Temperament Consortium

### **HONORS AND AWARDS**

Philip Moore Dissertation Award, University of Notre Dame, \$12,000, 2002-2003

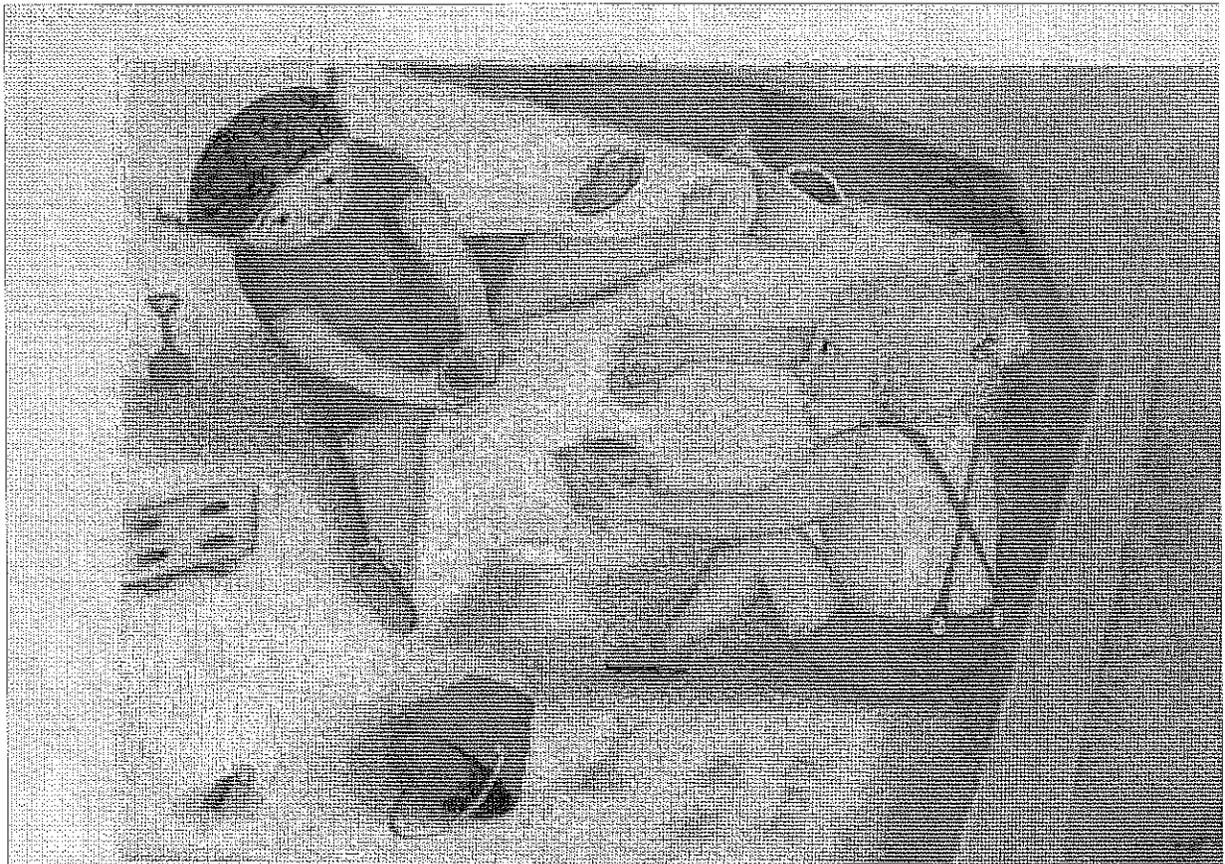
Excellence in Teaching Award, University of Notre Dame, Kaneb Center, 2002

Department of Psychology Summer Research Fellowship, University of Notre Dame, \$6,000, 2000-2002

Department of Psychology Travel Grant Award, University of Notre Dame, \$700, 2000-2002

Departmental Distinction in Psychology, Southern Methodist University, 1995

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ANNALS OF BEHAVIOR

## DO PARENTS MATTER?

*For decades, psychologists have looked to some combination of nature and nurture to explain how children turn out. But a radical new theory—developed by a grandmother from suburban New Jersey—may change everything.*

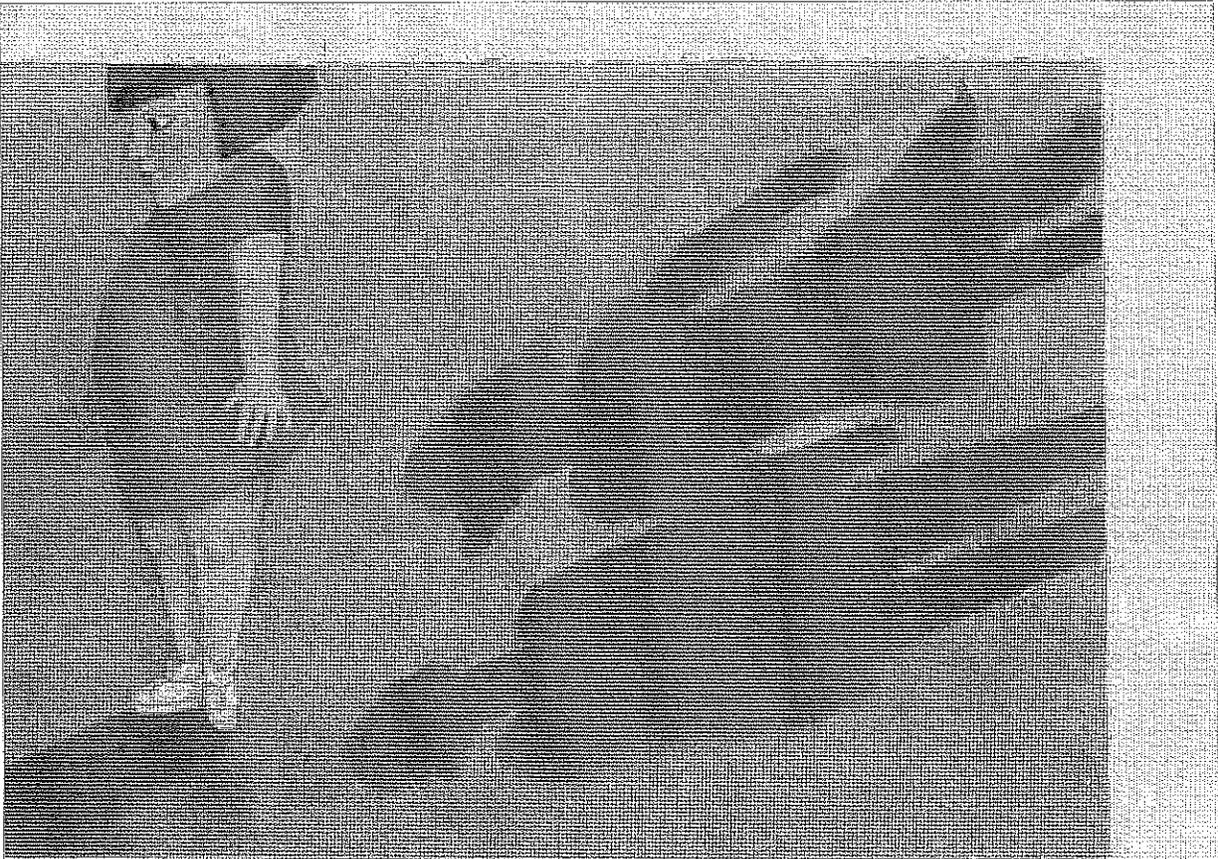
BY MALCOLM GLADWELL

THE idea that will make Judith Rich Harris famous came to her, incidentally, on the afternoon of January 20, 1994. At the time, Harris was a textbook writer, with no doctorate or academic affiliation, working from her home in suburban New Jersey. Because of a lupus-like illness, she doesn't have the strength to leave the house, and she'd spent that morning in bed. By early afternoon, though, she was at her desk, glancing through a paper by a prominent psychologist about juvenile delinquency, and for some reason a couple of un-

remarkable sentences struck her as odd: "Delinquency must be a social behavior that allows access to some desirable resource. I suggest that the resource is mature status, with its consequent power and privilege." It is an observation consistent with our ideas about what it means to grow up. Teen-agers rebel against being teen-agers, against the restrictions imposed on them by adults. They smoke because only adults are supposed to smoke. They steal cars because they are too young to have cars. But Harris was suddenly convinced that the

paper had it backward. "Adolescents aren't trying to be like adults—they are trying to *distance* themselves from adults," she explains. "And it was as if a light had gone on in the sky. It was one of the most exciting things that have ever happened to me. In a minute or two, I had the germ of the theory, and in ten minutes I had enough of it to see that it was important."

If adolescents didn't want to be like adults, it was because they wanted to be like other adolescents. Children were identifying with and learning from other



children, and Harris realized that once you granted that fact all the conventional wisdom about parents and family and child-rearing started to unravel. Why, for example, do the children of recent immigrants almost never retain the accents of their parents? How is it that the children of deaf parents manage to learn how to speak as well as children whose parents speak to them from the day they were born? The answer has always been that language is a skill acquired literally—that what children pick up from other children is at least as important as what they pick up at home. Harris was asking whether this was true more generally: what if children also learn the things that make them who they are—that shape their characters and personalities—from their peer group? This would mean that, in some key sense, parents don't much matter—that what's important is not what children learn inside the home but what they learn outside the home.

"I was sitting and thinking," Harris told me, looking bright-eyed as she chattered a tall glass of lemonade. She is

tiny—a fragile, thin grandmother with a mop of gray hair and a little girl voice. We were in her kitchen, looking out on the green of her back yard. "I told my husband, Charlie, about it. I had signed a contract to write a developmental-psychology textbook, and I wasn't quite ready to give it up. But the more I thought about it the more I realized I couldn't go on writing developmental-psychology textbooks, because I could no longer say what my publishers wanted me to say." Over the next six months, Harris immersed herself in the literature of social psychology and cultural anthropology. She read studies of group behavior in primates and unanalyzed studies from the inner-city offices of pre-adolescent boys. She couldn't conduct any experiments of her own, because she didn't belong to an academic institution. She couldn't even use a proper academic library, because the closest university to her was Rutgers, which was forty-five minutes away and she didn't have the strength to leave her house for more than a few hours at a time. So she went to the local public library and ordered academic texts through

interlibrary loan and sent for reprints of scientific articles through the mail, and the more she read the more she became convinced that her theory could be tested. Many of the recent puzzling findings in behavioral genetics and developmental psychology. In six weeks, in August and September of 1994, she wrote a draft and sent it off to the academic journal *Psychological Review*. It was an act of singular audacity, because *Psychological Review* is one of the most prestigious journals in psychology, and prestigious academic journals do not, as a rule, publish the musings of any at-home grandmothers without Ph.D.s. But her article was accepted, and in the space below her name, where authors typically put "Princeton University" or "Yale University" or "Oxford University," Harris proudly put "Middlesex, New Jersey." Harris listed her Compuserve address in a footnote, and soon she was inundated with E-mail, because what she had to say was so compelling and so surprising and, in a wholly unexpected way, so sensible that everyone in the field wanted to know more. Who are



"You don't get an office. You get cargo pants."

you? scholars asked. Where did you come from? Why have I never heard of you before?

At this point, Harris's health was not good. Her autoimmune disorder began to attack her heart and lungs, and she sometimes wondered how long she had to live. But, at the urging of some of her new friends in academic, she set out to write a book, and somehow in the writing of it she became stronger. The book, "The Nurture Assumption," will be published this fall, and it is a graceful, fluid, and utterly persuasive assault on virtually every tenet of child development. It begins: "This book has two purposes: first, to persuade you of the notion that a child's personality—what used to be called 'character'—is shaped or modified by the child's parents; and second, to give you an alternative view of how the child's personality is shaped." On the back cover are enthusiastic blurbs from David Lykken, of the University of Minnesota; Robert Sapolsky, of Stanford; Dean Keith Simonton, of the University of California at Davis; John Bratt, of the James S. McDonnell Foundation; and Steven Pinker, of

M.I.T.—which, in the social-science business, is a bit like writing a book on basketball and having it endorsed by the starting five of the Chicago Bulls. This week, Harris will travel to San Francisco for the annual convention of the American Psychological Association, where she will receive a prize for her *Psychological Science* article.

"It's as if the gods were making up to me all that they had done to me previously," Harris told me. "It was the best gift I could have ever gotten as an idea. It wasn't something that I could have known in advance. But as it turned out, it was what I wanted most in the world—an idea that would give a direction and a purpose to my life."

JUDITH HARRIS'S big idea—that peers matter much more than parents—runs counter to nearly everything that a century of psychology and psychotherapy has told us about human development. Freud put parents at the center of the child's universe, and there they have remained ever since. "They fix you up, your mom and dad. They may not mean to, but they do," the poet

Philip Larkin memorably wrote, and that perspective is fundamental to the way we have been taught to understand ourselves. When we go to a therapist, we talk about our parents in the hope that coming to grips with the events of childhood can help us decipher the mysteries of adulthood. When we say things like "That's the way I was raised," we mean that children instinctively and preferentially learn from their parents; that parents can be good or bad role models for children; that character and personality are passed down from one generation to the next. Child development has been, in many ways, concerned with understanding children through their parents.

In recent years, however, this idea has run into a problem. In a series of careful and comprehensive studies (among them the famous Minnesota studies of twins separated at birth), behavioral geneticists

have concluded that about fifty per cent of the personality differences among people—traits such as friendliness, extraversion, neuroticism, openness, and so on—are attributable to our genes, which means that the other half must be attributable to the environment. Yet when researchers have set out to look for this environmental influence, they haven't been able to find it. If the example of parents were important in a child's development, you'd expect to see a consistent difference between the children of anxious and inexperienced parents and the children of authoritative and competent parents, even after taking into account the influence of heredity. Children who spend two hours a day with their parents should be different from children who spend eight hours a day with their parents. A home with lots of books should result in a different kind of child from a home with very few books. In other words, researchers should have been able to find some causal link between the specific social environment parents create for their children and the way those children turn out. They haven't.

One of the largest and most rigorous studies of this kind is known as the Colorado Adoption Project. Between 1975 and 1982, a group of researchers at the University of Colorado, headed by Robert Plomin, one of the world's leading behavioral geneticists, recruited two hundred and forty-five pregnant women from the Denver area who planned to give up their children for adoption. The researchers then followed the children into their new homes, giving them a battery of personality and intelligence tests at regular intervals throughout their childhood and giving similar tests to their adoptive parents. For the sake of comparison, the group also ran the same set of tests on a control group of two hundred and forty-five parents and their biological children. For the latter group, the results were pretty much as one might expect: in intellectual ability and certain aspects of personality, the kids proved to be fairly similar to their parents. The scores of the adopted kids, however, had nothing whatsoever in common with the scores of their adoptive parents; these children were no more similar in personality or intellectual skills to the people who raised them, fed them, clothed them, read to them, taught them, and loved them all their lives than they were to any two adults taken at random off the street.

Here is the puzzle: We think that children resemble their parents because of both genes and the home environment, both nature and nurture. But if nurture matters even a little, why don't the adopted kids have at least some greater-than-chance similarities to their adoptive parents? The Colorado study says that the only reason we are like our parents is that we share their genes, and that—by any measure of reputation and personality—when there is no genetic inheritance there is no resemblance.

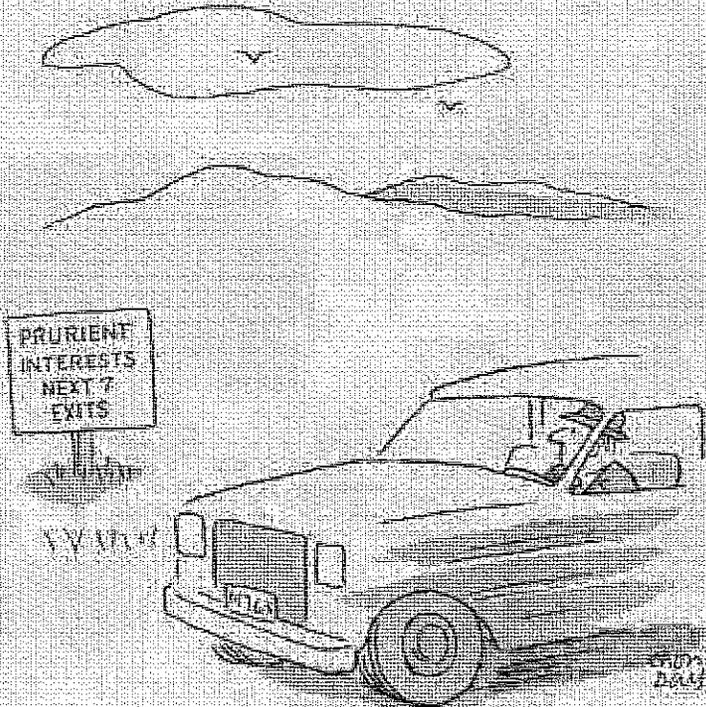
This is the question that so preoccupied Harris on that winter morning four and a half years ago. She knew that most people in psychology had responded to findings like those of the Colorado project by turning an ever more powerful microscope on the family, assuming that if we couldn't see the influence of parents through standard psychological measures it was because we weren't looking hard enough. Not looking hard enough wasn't the problem. The problem was that psycholo-

gists weren't looking in the right place. They were looking inside the home when they should have been looking outside the home. The answer wasn't parents; it was peers.

Harris argues that we have been in the grip of what she calls the "nature assumption," a parent-centered bias that has blinded us to what really matters in human development. Consider, she says, the seemingly common-sense statements "Children who are hugged are more likely to be nice" and "Children who are beaten are more likely to be unpleasant." Sure enough, if you study nice, well-adjusted children, it turns out that they generally have well-adjusted and nice parents. But what does this really mean? Since genes account for about half of personality variations among people, it's quite possible that nice children are nice simply because they received nice genes from their parents—and nice parents are going to be nice to their children. Hugging may have made the children happy, and it may have taught them a good way of expressing their affection, but it may not have been what made them nice. Or take the example of smoking: The children of smokers are more than twice as likely to smoke as the children of nonsmokers, so it's natural to conclude

that parents who smoke around their children set an example that their kids follow. In fact, a lot of parents who smoke feel guilty about it for that very reason. But if parents really cause smoking there ought to be elevated rates of smoking among the adopted children of smokers, and there aren't. It turns out that nicotine addiction is heavily influenced by genes, and the reason that so many children of smokers smoke is that they have inherited a genetic susceptibility to tobacco from their parents. David C. Rowe, a professor of family studies at the University of Arizona (whose academic work on the limits of family influence Harris says was critical to her own thinking), has analyzed research into this genetic contribution, and he concludes that it accounts entirely for the elevated levels of cigarette use among the children of smokers. With smoking, as with niceness, what parents *do* seems to be nearly irrelevant.

Harris makes another, subtler point about parents. What if, she asks, the cause-and-effect assumption with niceness and hugging can also go the other way? What if, all other things being equal, nice children tend to be hugged because they are nice, and unpleasant children tend to be beaten because they are un-



pleasant? Children, after all, are born with individual temperaments. Some children are easy to rear from the start and others are difficult, and these innate characteristics, she says, can strongly influence how parents treat them. Harris tells a story about a mother with two young children—a five-year-old girl named Audrey, and a seven-year-old boy, named Mark—who walked by Harris's home one day when she was out in the front yard with her dog, Page. Page ran toward the children, barking menacingly. Audrey went up to the animal and asked her mother, "Can I pet him?" Her mother quickly told her not to. Mark, meanwhile, was cowering on the other side of the street, and he stayed there even after Harris rushed up and grabbed Page by the collar. "Come on, Mark, the dog won't hurt you," the mother said, and she waited for her son to come back across the street. What is the parenting "style" here that is supposedly so important in shaping personality? This mother is playing two very different roles—soothing the frightened Mark and scolding the brash Audrey—and in each case her behavior is shaped by the actions and the temperament of her child, and not the other way around.

This phenomenon—what Harris calls child-to-parent effects—has been explored in detail by psychological researchers David Reiss, of George Washington University, and Robert Plomin, the behavioral geneticist who headed the Colorado study, and a number of colleagues

have just completed a ten-year, nine-million-dollar study of seven hundred and twenty American families. Thirty-two teams of testers were recruited, and they visited each family three times in the course of those years, giving parents and siblings personality tests, videotaping interactions between parents and children, questioning teachers, asking siblings about siblings, asking parents about children, asking children about parents—all to find out whether the differences in how parents relate to each of their children make any predictable difference in the way those children end up. "We thought that this was going to be a straight shot," Reiss told me. "The sibling who got the better treatment would do better, be less depressed, be less antisocial. It seemed like a no-brainer." It wasn't. Plomin told me, "If we just ask the simple question 'Does differential parental treatment relate to differences in adolescent adjustment?' the answer is yes—strongly. If you take negative parents—conflict, hostility—it's the strongest predictor of negative adjustment of the siblings." But the study was designed to look at genetic influences as well—to examine whether children had personality traits that were causing parental behavior—and when those genetic factors were taken into consideration, the link between negative parenting and problems in adolescence almost entirely disappeared. "The parents' negativity isn't causing the negative adjustment of the kids," Plomin said.

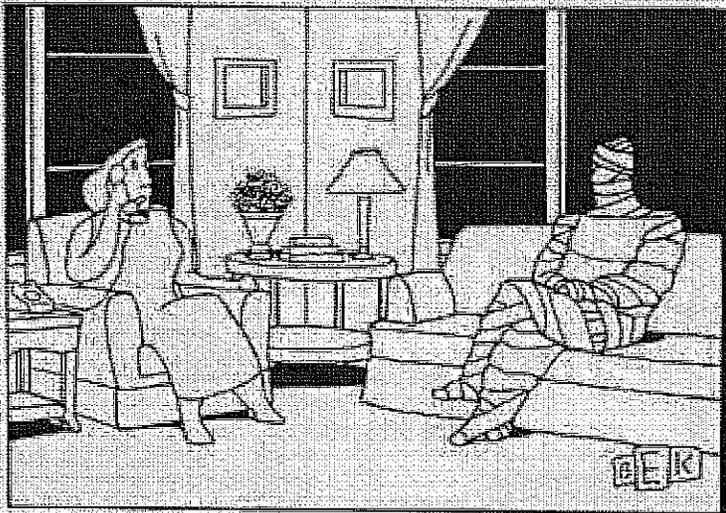
It's reflecting it. This was a tremendous surprise to us. What looks like nurture is sometimes just nature, and what looks like a cause is sometimes just an effect.

Harris takes this argument one step further. Consider, she says, the story of Cinderella.

The folks who give us this tale ask us to accept the following premises: that Cinderella was able to go to the ball and not be recognized by her stepdaughters; that despite years of degradation she was able to claim and hold the attention of a sophisticated guy like the prince; that the prince didn't recognize her when he saw her again in her usual home dressed in her workaday clothing; and that he never doubted that Cinderella would be able to fulfill the duties of a princess and, ultimately, of a queen.

If you think of the influence of parents and the home environment as monumental, this tale does seem impossibly far-fetched. So why does the Cinderella story work? Because, Harris says, all of us understand that it is possible to be one person to our parents and another person to our friends. Cinderella learned when she was still quite small that it was best to act meek when her stepmother was around, and to look unattractive in order to avoid arousing her jealousy." Harris writes. But outside the house Cinderella learned that she could win friends by being pretty and charming. Harris says that this lesson—that away from our parents we can reconstruct ourselves—is one that all children learn very quickly, and it is an important limitation on the power of parents: even when they do succeed in influencing their children, those influences very often don't travel outside the home.

The Cinderella effect shows up all the time in psychological research. For example, Harris notes that in the August, 1997, issue of the *American Journal of Psychology and Adolescent Medicine* there is a study showing that the more mothers spanked their kids, the more troublesome the kids became. "When parents use corporal punishment to reduce antisocial behavior," the researchers report, "the long-term effect tends to be the opposite." These findings made headlines across the country. In the same issue of that journal, however, another study of children and corporal punishment reached the opposite conclusion. "For most children, claims that spanking teaches aggression seem unfounded." The disparity is baffling and you re-



"Maybe I should have gone with cremation."

member the Cinderella effect. The first study asked mothers to evaluate their children's behavior at home. Not surprisingly, it suggested that repeated, ongoing encounters to the kind of negative relationship that causes further misbehavior. The second study, however, asked kids how often they got into fights at school, and the world of school is a very different place from the world of home. Just the fact that a child wasn't getting along with his mother didn't necessarily mean that he wouldn't get along with his peers.

In another instance, Harris cites a Swedish study of picky eating among primary-school children. Some kids were picky eaters at school; some were picky at home, but only a small number were picky at home *and* school. A child who pushes away broccoli at the kitchen table might gobble it down in the school cafeteria. In the same way, a child might be shy and retiring at home but a chatterbox in the classroom. Harris applies the same logic to birth-order effects—the popular idea that a good part of our personality is determined by where we stand in relation to our siblings. “At home there are birth-order effects, no question about it, and I believe that is why it’s so hard to shake people’s faith in them,” Harris writes. “If you see people with their parents or their siblings, you do see the differences you expect to see. The eldest does seem more serious, responsible, and bossy. The younger does behave on a more carefree fashion.” But that’s only at home. Studies that look at the way people act outside the home, and away from the parents and siblings, don’t see any consistent effects at all. The younger brother cursed by his older siblings all his years of growing up is perfectly capable of being a dominant, take-charge figure when he’s among his friends. “Socialization research has demonstrated one thing clearly and irrefutably: a parent’s behavior toward a child affects how the child behaves in the presence of the parent or in contexts that are associated with the parent,” Harris concludes. “I have no problem with that—I agree with it. The parent’s behavior also affects the way the child *feels* about the parent. When a parent favors one child over another, not only does it cause rival feelings between the children—it also causes the unfavored child to harbor rival feelings against the parent. These feelings can last a lifetime.” But they



### LIFE WITHOUT PAROLE

don't necessarily cross over into the life the child leads outside the home—the place where adults spend the majority of their lives.

NOT long ago, Anne-Marie Ambert, a sociologist at York University in Ontario, asked for students to write short autobiographies describing, among other things, the events in their lives which made them most unhappy. Nine per cent identified something that their parents had done, while more than a third pointed to the way they had been treated by peers. Ambert concluded:

There is the more negative treatment by peers than by parents. . . . In these autobiographies, one reads accounts of students who had been happy and well-adjusted, but quite rapidly began deteriorating psychologically, sometimes to the point of becoming physically ill and incompetent in school, after experiences such as being rejected by peers, excluded, talked about, readily discriminated against, laughed at, teased, sexually harassed, humiliated, cheated or beaten.

This is Harris's argument in a nutshell: that whatever our parents do to us is overshadowed, in the long run, by what our peers do to us. In “The Nurture Assumption,” Harris pulls together an extraordinary range of studies and observations to support this idea. Here,

for example, is Harris on delinquency. First, she cites a study of juvenile delinquency—vandalism, theft, assault, weapons possession, and so on—among five hundred elementary-school and middle-school boys in Pittsburgh. The study found that African-American boys, many of them from poor, single-parent, “high-risk” families, committed far more delinquent acts than the white kids. That much isn't surprising. But when the researchers divided up the black boys by neighborhood the effect of coming from a putatively high-risk family disappeared. Black kids who didn't live in the poorest, underclass neighborhood—even if they were from poor, single-parent families—were no more delinquent than their white, mostly middle-class peers. At the same time, Harris cites another large study—one that compared the behavior of poor inner-city kids from intact families to the behavior of those living only with their mothers. You'd assume that a child is always better off in a two-parent home, but the research doesn't bear that out. “Adolescent males in this sample who lived in single-mother households did not differ from youths living in other family constellations in their alcohol and substance use, delinquency, school

dropout, or psychological distress," the study concluded. A child is better off, in other words, living in a troubled family in a good neighborhood than living in a good family in a troubled neighborhood. Fees trump parents.

Other studies have shown that children living without their biological father are more likely to drop out of school and, if female, to get pregnant in their teens. But is this because of the absence of a parent, Harris asks, or is it because of some factor that is merely associated with the absence of a parent? Having a stepfather around, for example, doesn't make a kid any less likely to be unemployed, to drop out, or to be a teen-age mother. Nor does having less contact with one's biological father after he has left. Nor does having another biological relative—a grandparent, for instance—in the home. Nor does it seem to matter when the father leaves: kids whose parents split up when they were in their early teens are no better off and no worse off than kids whose fathers left when they were infants. And, curiously, children whose fathers die aren't worse off at all. In short, there isn't a lot of evidence that the loss of adult guidance and role models caused by fatherlessness has specific behavioral consequences. So what is it? One obvious factor is income: single mothers have less money than married mothers, and income has a big effect on the welfare of children. If your parents split up and you move from Riverside to the South Bronx, you're obviously going to be a lot worse off—although it's not the loss of your father that makes the difference. This brings us to another factor, relocation. Single-parent families move more often than intact families, and, according to one major study, these extra changes of residence could account for more than half the increased risk of dropping out of teen-age pregnancy and of unemployment among the children of divorce. The problem with divorce, in short, is not so much that it disrupts kids' relationships with their parents as that it disrupts kids' relationships with other kids. "Moving is rough on kids," Harris writes. "Kids who have been moved around a lot—whether or not they have a father—are more likely to be rejected by their peers; they have more behav-

ioral problems and more academic problems than those who have stayed put."

All these findings become less perplexing when you accept one of Harris's central observations, namely, that kids aren't interested in becoming copies of their parents. Children want to be good at being children. How, for example, do you persuade a preschooler to eat something new? Not by eating it yourself and hoping that your child follows suit. A preschooler doesn't care what you think. But give the food to a roomful of preschoolers who like it, and it's quite probable that your child will happily follow suit. From the very moment that children first meet other children, they take their cues from them.

One of the researchers whom Harris draws on in her peer discussion is William A. Corsaro, a professor of sociology at Indiana University and a pioneer in the ethnography of early childhood. He was one of the first researchers to spend months couching by swing sets and next to monkey bars closely observing the speech and play patterns of preschoolers. In one of his many playground staccatos, Corsaro was sitting next to a sandbox and watching two four-year-old girls, Jenny and Betty, play house, and put sand in pots, cupcake pans, and tarts. Suddenly, a third girl, Debbie, approached. Here is Corsaro's full description of the scene:

After watching for about five minutes [Debbie] circles the sandbox three times and sits again and stands near to me. After a few more minutes of watching, Debbie moves to the sandbox and reaches for a tart. Jenny takes the pot away from Debbie and whispers, "No, Debbie back away and mean friends next me, observing the activity of Jenny and Betty. Then she walks over next to Betty who is filling the cupcake pan with sand.

Debbie watches Betty for just a few seconds, then says, "We're friends, right Betty?"

Betty not looking up at Debbie, continues to place sand in the pan and says, "Right."

Debbie now moves alongside Betty, takes a jar and spoon, begins making sand in the pot, and says, "I'm making coffee."

"I'm making cupcakes," Betty replies.

Betty now turns to Jenny and says, "We're partners, right Jenny?"

"Right," says Jenny.

The three "partners" continue to play together for about twenty more minutes, until the teachers announce cleanup time.

In adults, this exchange looks somewhat troubling. If you saw Debbie cir-

cling the sandbox over and over, you'd think she was shy and timid. And if you came upon the three girls just as Jenny told Debbie no, you'd think Jenny was selfish and needed to be taught to share. In both cases, the children seem profoundly antisocial. In fact, Corsaro says, the opposite is true. A preschool playground is rather like a cocktail party. There are lots of informal clusters of kids playing together, and the kids are in constant movement, from cluster to cluster. Unlike at a cocktail party, though, the play clusters are very fragile. "If the phone rang right now," Corsaro said to me when I met him in his office in Bloomington, "I could answer it, talk for five minutes, and then we could pick up where we left off. It's easy for us. When you are a three- or four-year-old and you've generated something spontaneous and it's going well, it's not so easy." The bell can ring. An adult can step in. An older child can disrupt things. As a result, they spend a lot of effort trying to protect their play from disruption. Betty and Jenny aren't resistant to sharing when they initially say no to Debbie. They are already sharing, and the point of keeping Debbie at bay is to defend that shared play.

What has evolved in preschool culture, then, is what Corsaro calls access strategies—an elaborate set of rules and rituals that govern when and how the third parties circulating through the playground are allowed to join an existing game. Debbie's approach to the sandbox is what Corsaro calls nonverbal entry—the first common opening move in the access dance. She's waiting for an invitation to join. It's the same at an adult cocktail party. You don't come up to an existing conversation and say, "May I join in?" You join the group quietly, as if to demonstrate respect for the existing conversation. When Debbie goes around and around the sandbox, she's trying to understand the basis of Jenny and Betty's play. Corsaro calls this encirclement. Notice that when Debbie initially reaches for a tart, Jenny says no. Debbie hasn't proved that she understands the game in question. So she retreats and observes further. Then she makes what Corsaro calls a verbal reference-to-affiliation—"We're friends, right." It's as if she were offering her bona fides. She gets a pos-



itive response. Now she enters again, this time making it absolutely clear that she understands the game. "I'm making coffee." She's in. This is how children learn to get along. Kids teach each other how to be social. Indeed, to the extent that adults might get involved in an access situation—by, for example, instructing Jeney and Betty that they have to share with Debbie—they would frustrate the learning process.

Corson is a quiet, bearded man of fifty, with the patient, stubborn air of someone who has spent the better part of his life sitting and watching screaming three-year-olds. Harris E-mailed him when she was writing her *Psychological Review* paper, and the two have struck up an on-line friendship. Most people, Corson says, want to figure out what his work says about individual development. Harris, though, recognized at once what Corson considers the real lesson, which is the children's immediate and powerful attraction to their own peer group. Once, Corson spent close to a year in a preschool where the children had been forbidden to bring their toys into the classroom. Before long, he noticed that they had found a way around the rule: the children were selecting the smallest of their toys—the boys chose Matchbox toy cars, for example, and the girls little plastic animals—and hiding them in their pockets. These were only preschoolers, but already they were organizing against the adult world, defining themselves as a group in opposition to their elders. "What I found interesting was not that the kids wanted to bring their own toys but that when they smuggled them in they never played with them alone. They played with them collectively." Corson told me, "They wanted others to know that they had them. They wanted to share the toys with others. They are not only sharing the toy but sharing the fact that they are getting around the rule. This is what is unique. I think there is a real, strong emotional satisfaction in sharing things, in do-

ing things together." Even for a child of three or four, the group is critical.

JUDITH HARRIS and her husband, Charles, have two children. The first, Nomi, is their biological daughter, and the second, Elaine, is adopted. In that sense, Harris' own family is a kind of micro-version of the adoption studies that raise the question of parental influence, and she says that without the example of her daughters she might not have reached the conclusion she did. Nomi, the elder, was quiet and self-sufficient as a child, a National Merit Scholar who went on to do graduate work at MIT. "She is very much like me and Charlie," Harris says. "She gave us no trouble while she was growing up. She didn't require much guidance, be-

cause she didn't want to do anything that we didn't want her to do. Even before she could walk, she would crawl off to another part of the house, and I'd find her taking things out of a drawer and looking at them carefully—and putting them away carefully."

Elaine was different. "When she was little, all you had to do was look down and she was there, right on my heels," Harris recalls. "She always wanted to be with people. We started getting bad reports from the school right away—that she wouldn't sit in her chair, and she was bothering other kids. When Nomi would ask a question, it was because she was interested in the answer. When Elaine would ask a question, it was because she was interested in having the interaction. Nomi would ask a question

## GIFTS FROM THE HOUSE OF LOW GOALS



issue. Elaine would often ask a question several times. As the girls got older, Nomi became a brain and Elaine became a dropout. Nomi was a member of a very small clique of intellectual kids, and Elaine was a member of the delinquent subgroup. They went in opposite directions.

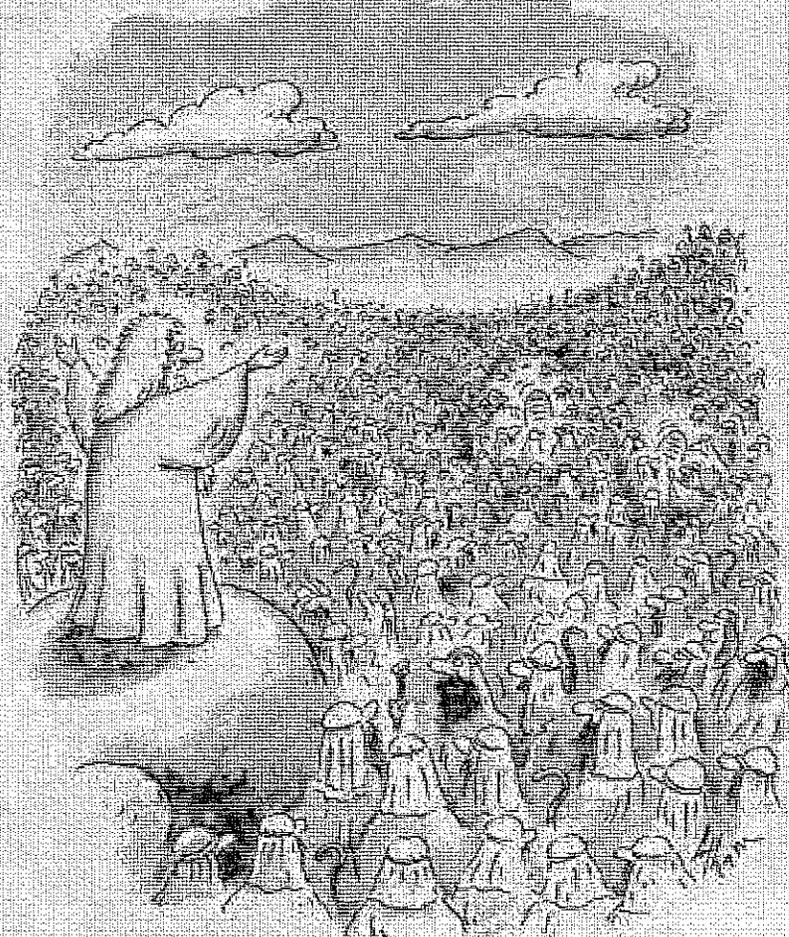
Harris has an optimistic air about her, as if all her troubles had only served to strengthen her appreciation of life. But it's clear that bringing up Elaine represented a real crisis in her life. When Elaine was six and Nomi was ten, Harris became ill for the first time. She was in such pain that she couldn't sit up for more than half an hour. She tried taking a graduate course in psychology, hoping to finish a dissertation she had started, in the early sixties, at Harvard,

and she had a fellow student carry a cot to class so she could lie down during lectures. But even that was too hard, so she became a textbook writer, lying in her bed, with a spiral-bound notebook on her knee, and Nomi acting as her typist. She had pneumonia, a heart murmur, pulmonary hypertension, shingles, a year of chronic hives, and a minor stroke. "Sometimes," she says, "I feel like Job," and in the midst of all her troubles her younger daughter seemed out of control.

"We had very bad years with her in her teens," she recalls. "We didn't know how to handle her." Harris says that she began motherhood as a cheer environmentalist, meaning she believed that children would reflect the environment in which they were reared. Had she

stopped with Nomi, she says, she might have attributed Nomi's shyness and self-sufficiency and secrets to her own enlightened parenting. It was Elaine who made the puzzle posed by the adoption studies seem real. "I assumed that an adopted child would represent her environment, and that if I could give Elaine the same kind of environment I gave to my first child she would turn out—of course, not the same..." She thought for a moment. "But I certainly didn't expect that she would be so vastly different. I couldn't see that I was having any effect on her at all." Harris seems a little reluctant to talk about those years, particularly since Elaine turned out, as she puts it, "amazingly well" and is now happy and married, with a toddler and a career as a licensed practical nurse. But it's not hard to imagine the kind of guilt and frustration she must have felt—maternal helplessness magnified by her physical disability—as she told Charles did everything that good parents are supposed to do yet still came up short. Her equanimity was, in a way, her release, because she came to believe that the reason she and Charles couldn't see that they were having any effect on Elaine was that parents really can't have a big effect on their children.

There are a hundred ways of explaining Nomi and Elaine, and there is, of course, something very comforting about the explanation that Harris arrived at: it's the kind of thing that the mother of a difficult child wants to believe. Harris has constructed a theory that lets herself off the hook for her daughter's troubled childhood. It should be said, though, that the idea that parents can control the destiny of their children by doing all the right things—by providing children with every lesson and every experience, by buying them the right shoes and saying the right words and never spanking or publicly scolding them—is not as self-serving. At least, Harris's theory calls for neighborhood peers, and children themselves, to share the blame—and the credit—for how children turn out. The nurture assumption, by contrast, places the blame and the credit squarely on the parent, and has made it possible to denigrate all those who fail to measure up to the strictest standards.

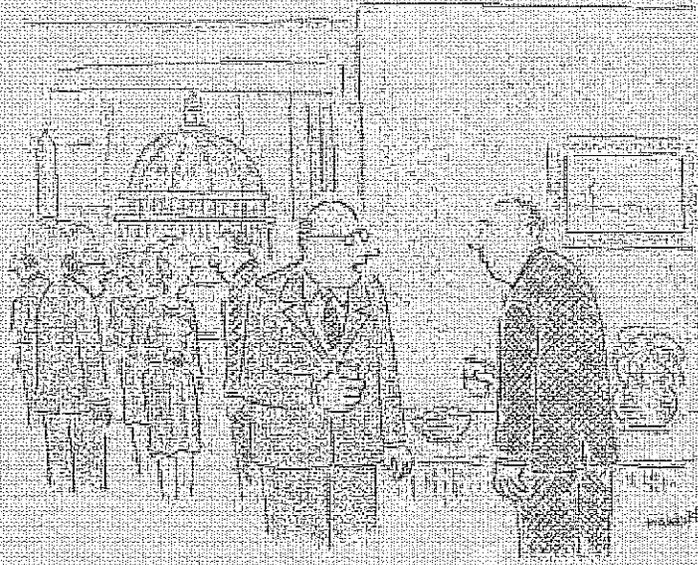


*"If you've finished reading the tablets, please pass them back to the front."*

of supposedly optimal parenting. "I want to tell parents that it's all right," Harris told me. "A lot of people who should be contributing children to our society, who could be contributing very useful and fine children, are reluctant to do it, or are waiting very long to have children, because they feel that it requires such a huge commitment. If they knew that it was O.K. to have a child and let it be reared by a nanny or put in a day-care center, or even to send it to a boarding school, maybe they'd believe that it would be O.K. to have a kid. You can have a kid without having to devote your entire life—your entire emotional expenditure—to this child for the next twenty years."

Harris does not see children as delicate vessels and does not believe they are easily damaged by the missteps of their mothers and fathers. We have been told, Harris writes, to tell children not that they've been bad but that what they did was bad, or even more appropriately, that what they did made us feel bad. In her view, we have come to treat our necessities only because we have forgotten what the world of children is really like. "Kids are not that fragile," she writes. "They are tougher than you think. They have to be, because the world out there does not handle them with kid gloves. At home, they might hear 'What you did made me feel bad,' but out on the playground it's 'You whistled!'"

Is Harris right? She is the first to admit that what she has provided is only, at this stage, a theory from her tiny study off the main hallway of her house in New Jersey, she is actually in a position to do the kind of multimillion-dollar, multi-year study that is needed to test her hypotheses. "My guess is that some of the more hip-jointed folks in the field of psychology are going to get out of their way to try and savage this," Robert Sapolsky, a neurobiologist at Stanford, says. "But my gut feeling is that this is really important. Harris makes a lot of sense. Sometimes she is a little dogmatic"—he paused—but, yes. "Already, Harris has helped wrench psychology away from its single-minded obsession with chronicling and interpreting the finest perturbations of family life. The naive assumption, she says, has named childhood into parenthood; it has named the development of children into a story almost entirely about their parents. "Have you ever thought



"Well, my dry cleaner says..."

of yourself as a mirror?" Dorothy Corbille Bringer asks in her pop-psychology handbook, "Your Child's Self-Esteem." "You are one—a psychological mirror your child uses to judge his identity. And his whole life is affected by the conclusions he draws." And here are Barbara Chernofsky and Diane Gage, in "Change Your Child's Behavior by Changing Yours," on how children relate to their parents: "Like living vespene insects, children record what they observe. This is the modern-day cult of parenting. It takes as self-evident the idea that the child is oriented, overwhelmingly, toward the parents. But why should that be true? Do not parents, in fact, spend much of their time instructing their children not to act like adults—that they cannot be independent, that they cannot make decisions entirely by themselves, that different rules apply to them because they are children?"

"If developmental psychology were an enterprise conducted by children, there is no question that peer relationships would be at the top of the list," Peter Gray, a psychologist at Boston College, told me. "But because it is conducted by adults we tend, egocentrically, to believe that it is the relationship between us and our children that is impor-

tant. But just look at them. Whom do they want to please? Are they wearing the kind of clothing that other kids are wearing or the kind that their parents are wearing? If the other kids are speaking another way, whose language are they going to learn? And, from an evolutionary perspective, whom should they be paying attention to? Their parents—the members of the previous generation—or their peers, who will be their future mates and future collaborators? It would more adaptive for them to be better attuned to the sources of their peers' behavior. That just makes a lot of sense."

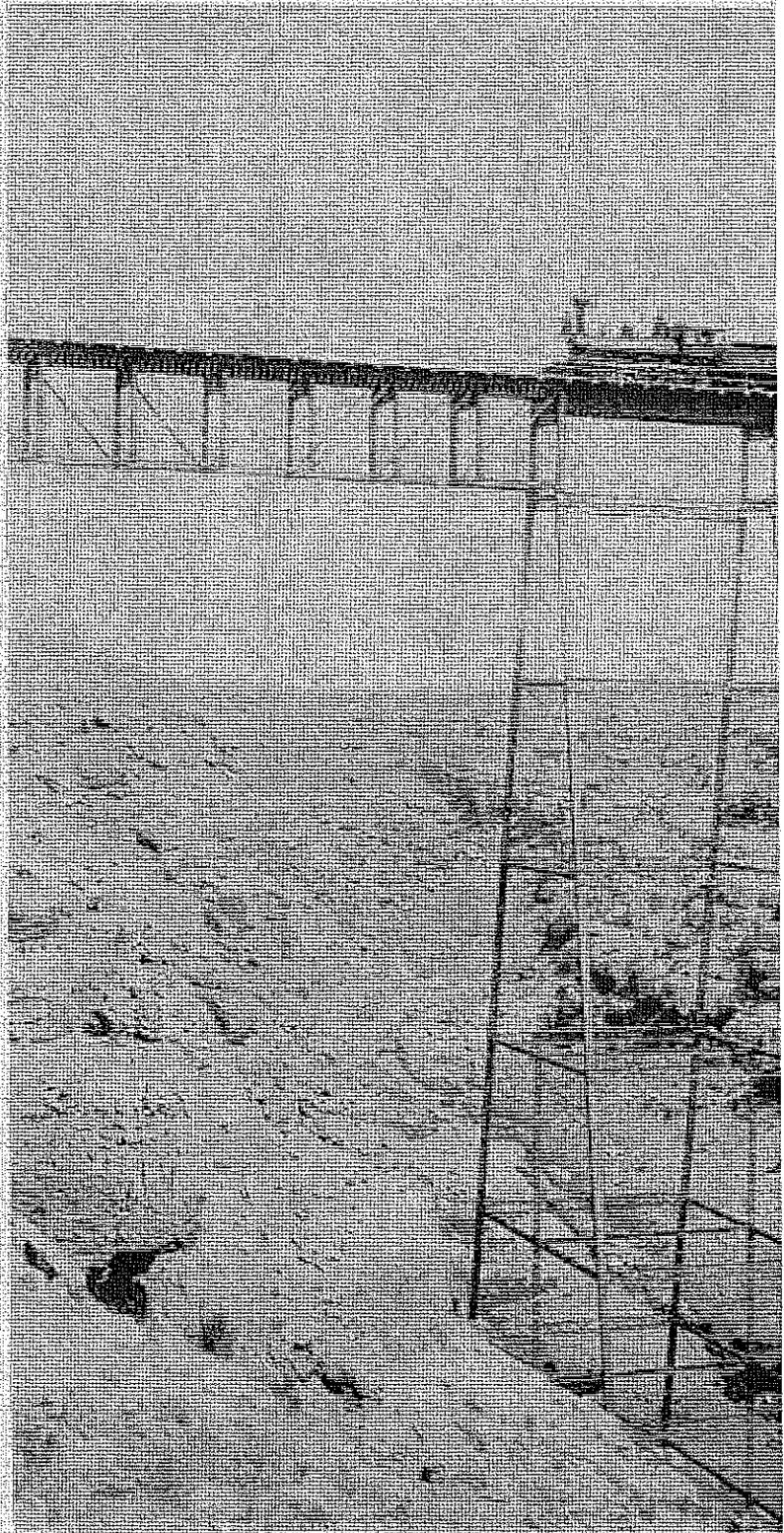
Harris's health is more stable now, and when she was putting the finishing touches on her book this summer she was sometimes able to work at the computer twelve, or even fourteen, hours a day. But anything more strenuous is out of the question. The woman who says that what really matters is what happens outside the home rarely leaves the home—not for vacations, or even to see a movie. Indeed, none of the heavyweight psychologists who have befriended her since her *Psychology of Women* article can have ever met her. "Writing E-mail is my recreation," she wrote me in an E-mail.

When Harris goes to San Francisco

this week for the A.P.A. convention, it will be a kind of coming-out party. In preparation, during the past few weeks she has had to go shopping. "I have to buy clothes," she said. "I've hardly been out of the house in years." On August 15th she will take the stage and receive a prize named in honor of the eminent scholar George A. Miller. Almost four decades ago, Harris was kicked out of graduate school after only two years, and the dean who delivered the news was the same George A. Miller. The two have since corresponded, and Miller has termed the irony "delicious." In her acceptance remarks, Harris told me, she intends to read from the letter that Miller wrote her long ago: "I hesitate to say that you lack originality and independence, because in many areas of life you obviously possess both of those traits in abundance. But for some reason you have not been able to bring them to bear on the kind of problems in psychology to which this department is dedicated. . . . We are in considerable doubt that you will develop into our professional stereotype of what an experimental psychologist should be." \*

## RAISING ARIZONA

*Three centuries before a locomotive made its way into the Grand Canyon in the eighteen-eighties, Spanish conquistadors stumbled upon the astonishing landscape and struggled to them, as the historian Stephen J. Pyne writes in his new book, "How the Canyon Became Grand," the region had no title—politically, economically, or aesthetically. It was not a presence so much as an absence: a place to be avoided." Pyne observes. In fact, the Canyon wasn't discovered as a natural wonder until the mid-nineteenth century, when the U.S. War Department sent out a series of expeditions to the Colorado River Basin. In the influential 1882 study "Tertiary History of the Grand Canyon District," the geologist Clarence Dutton described it as "the most sublime of all earthly spectacles—a monument to America's Manifest Destiny. Today, millions gather on the barren promontories to feel dwarfed by the panorama that Coronado's men once studied.*



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# The Nature (and Nurture?) of Plasticity in Early Human Development

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**ABSTRACT**—*The effect of early experience is a long-standing concern in developmental psychology. Gaining further insight into the nature of human plasticity is central to efforts to prevent problems in development from arising and promote positive functioning. Evolutionary reasoning suggests that children should vary in their susceptibility to environmental influences, including parenting. Evidence indicates that rather than some children, such as those with negatively emotional temperaments or certain genotypes, being simply more vulnerable to the adverse effects of negative experiences, as commonly assumed, they may actually be more susceptible to both positive and negative experiences. In addition to raising questions about the nature of plasticity in human development, this article highlights unknowns regarding the role of nature and nurture in shaping individual differences in plasticity, including whether recent research linking maternal stress during pregnancy with child behavior problems illuminates a process whereby fetal programming shapes the child's susceptibility to postnatal environmental influences. Throughout this article, we raise concern about the potentially distorting influence that psychology's disproportionate focus on the adverse effect of negative experiences on developmental problems has on our understanding of human plasticity, and we propose that researchers should pay more attention to the positive side of the plasticity equation.*

A central tenet of developmental psychology is that humans are affected by their experiences while growing up in ways that importantly shape their life course (though perhaps more so earlier in childhood than later). This interest manifests itself in

field studies of parenting (Belsky, Fearon, & Bell, 2007) and child care (National Institute of Child Health and Human Development Early Child Care Research Network, 2006); in naturalistic investigations of especially depriving experiences, such as growing up in Romanian orphanages (Gunnar & van Dulmen, 2007); and in early intervention work evaluating the impact of systematic efforts to promote young children's well being and success in life (Olds et al., 2004). In other words, the notion that human development manifests a capacity for plasticity is widely embraced by students of child development. Thus, a core concern of many, be they basic neuroscientists, applied researchers, or educators, is elucidation of early developmental experiences and processes that undermine and enhance later functioning. Such interest has surely motivated many scholars and practitioners to work in this field.

A presumption implicit in much, although not all, work on environmental influences in early human development—which is especially evident in most early intervention research—is that children are similarly affected by developmental experiences, be it family poverty, parental warmth and hostility, or quality of child care to cite but a few widely investigated topics of inquiry. Variation in plasticity has been a primary focus of investigation, even if not in such terms, in the field of resilience (Cicchetti & Rogosch, 1997). Here, concerted effort has been made to identify children who are less—or not at all—affected by some contextual adversity presumed to undermine well-being. Even though much resilience research seeks to illuminate ecological conditions that protect children from being adversely affected by a particular negative experience, much attention also has been paid to child characteristics (e.g., sense of humor, IQ) that operate protectively (Werner, 1997). Children who are resilient because of their own attributes might then be considered less plastic or malleable than others.

This observation that variation seems to exist in the manner and/or the degree to which negative early developmental experiences adversely affect human functioning highlights the central question we pose in this article for the field of

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developmental psychology: How much of plasticity in early human development is affected by nature and how much is affected by nurture? Given the premise that basic science knowledge can and should be used to guide the practice and policy of promoting human well-being while preventing problems from developing in the first place, it should be clear that advancing understanding of the nature of plasticity in early human development remains a core concern of developmentally minded psychologists.

Toward that end, we begin by offering a brief evolutionary argument as to why plasticity should be variable across individuals, especially in a family. We make a case here that the disproportionate attention paid to adversity and its problematic consequences may distort as much as it illuminates the process of human development, leaving much still to be learned about how nature and/or nurture affects plasticity in early human development. We subsequently consider evidence suggesting that, for temperamental, physiological and/or genetic reasons, some children actually are more susceptible than others to both positive and negative rearing influences. Such data raise the prospect that plasticity is primarily a function of nature rather than nurture. Before drawing some conclusions while delineating future research directions, we challenge this view, highlighting evidence that suggests not only that plasticity may be a function of one's environment but that, for genetic reasons, this may be more true for some individuals than others. Ultimately, this article should make clear that multiple questions remain about how nature and/or nurture affect plasticity in early human development while contending that just as much attention must be accorded to enriching experiences and positive outcomes as to contextual adversity and problematic functioning for progress to be made in answering them and that an evolutionary mind-set can raise issues that, for the most part, have been neglected.

#### AN EVOLUTIONARY PERSPECTIVE ON PLASTICITY

Elsewhere, we have made the case that because the future is and always has been inherently uncertain, ancestral parents, just like parents today, could not have known (consciously or unconsciously) what child-rearing practices would prove most successful in promoting the reproductive fitness of offspring and thus their own inclusive fitness. As a result, and as a fitness optimizing strategy involving bet hedging (Philipi & Seger, 1989), natural selection would have shaped parents to bear children varying in plasticity (Belsky, 2005). This way, if an effect of parenting proved counterproductive in fitness terms, those children not affected by parenting would not have incurred the cost of developing in ways that ultimately proved to be misguided. It is important to note that, in light of inclusive fitness considerations, the less-malleable children's "resistance" to parental influence would not only have benefited themselves directly but also their more malleable siblings, although it would

do so indirectly, given that siblings, like parents and children, have 50% of their genes in common. By the same token, had parenting influenced children in ways that enhanced fitness, then not only would more plastic offspring have benefited directly from parental influence, but so, too, would their parents and even their less malleable siblings who did not benefit from the parenting they received (again for inclusive fitness reasons).

This line of evolutionary argument leads to the prediction that children should vary in their susceptibility to parental rearing and perhaps to environmental influences more generally. As it turns out, a long line of developmental inquiry informed by a "transactional" perspective (Sameroff, 1983) is more or less based on this unstated assumption. Central to this perspective is the dual-risk model of problematic functioning on which studies of resilience are founded, a perspective that shares much with classical diathesis-stress models of psychopathology (Monroe & Simons, 1991; Zuckerman, 1999): Children who are vulnerable for reasons pertaining to their biology, temperament, genetics, or some other organismic reason (e.g., prematurity) will most likely manifest compromised development when exposed to some contextual adversity (e.g., hostile parenting, poverty).

A central premise of this essay is that the widely embraced dual-risk transactional model of development may seriously distort the nature of human plasticity. This is because it is based on developmental psychology's disproportionate focus on the adverse effects of negative experiences on problems in development and, thereby, the identification of children who, for organismic reasons, are vulnerable to contextual risks or resilient to them. What the aforementioned evolutionary analysis presupposes, in contrast, is that the very children who are putatively vulnerable to adversity vis à vis problems in development may be equally and disproportionately susceptible to the developmentally beneficial effects of supportive rearing environments. Thus, more so than other children, they are especially plastic or malleable (Belsky, 1997, 2005; Boyce & Ellis, 2005) and are affected by developmental experiences "for better and for worse" (Belsky, Bakermans-Kranenburg, & van Ijzendoorn, 2007).

One noteworthy observation in this line of argument concerning the nature of human plasticity is that the English language—and thus the vocabulary of American psychologists—does not seem to have any terms to describe the positive side of plasticity and certainly no terms as pithy as *vulnerable* and *resilient*, which are used to characterize the negative side. For example, what would one call a child who for some organismic reason disproportionately benefits from nurturing or stimulating developmental experience, be it supportive parenting or high quality child care? To capture the notion of variation in children's plasticity, Belsky (1997) coined the term *differential susceptibility to environmental influences*, which is not unrelated to Boyce and Ellis's (2005) more recent notion of *biological sensitivity to context* (see the next section). In both cases, reference is made to the fact that children who are especially

vulnerable to adversity may benefit disproportionately from positive experiences.

### THE NATURE OF PLASTICITY

It is one thing to assert that some children may be more affected by developmental experiences—for better and for worse—than others, and it is another to chronicle empirically such a fact. Three sets of emerging evidence can be cited in support of the claim: one points to early temperament as a marker of variation in plasticity, another pertains to physiological reactivity, and a third pertains to measured genes.

With regard to behavioral manifestations of temperament, many investigations now show that negatively emotional or “difficult” infants and toddlers are more affected by rearing experience than are other children (see Belsky, 2005, for review). Two recent studies, each drawing on data collected for the large scale National Institute of Child Health and Human Development Study of Early Child Care (National Institute of Child Health and Human Development Early Child Care Research Network, 2005), found that infants who are rated as having difficult temperaments at 6 months by their mothers not only manifest more behavior problems in early childhood when experiencing low-quality parenting (Bradley & Corwyn, 2008) or low-quality child care (Pluess & Belsky, 2009) than do other children, they also display fewer problems and more social skills than other children when exposed to high-quality parenting or child care. Relatedly, Kochanska, Aksan, and Joy (2007) observed that highly fearful 15-month-olds experiencing high levels of power-assertive paternal discipline were most likely to cheat in a game at 38 months, yet when they were cared for in a supportive manner such negatively emotional, fearful toddlers manifested the most rule-compatible conduct.

With regard to physiology, highly reactive children also appear more susceptible to environmental influences than do less reactive ones. Boyce et al. (1995) found that, when growing up in stressful rearing contexts 3–5-year-olds showing high reactivity of mean arterial blood pressure during a stress test exhibited higher rates of respiratory illness than did other children, yet under low-stress conditions such high-reactive children had a significantly lower incidence of respiratory illnesses than did other children. These findings are reminiscent of data on young adults indicating that the adverse effect of daily hassles on physical symptoms varied as a function of change in blood volume pulse amplitude during a psychological stress test (Gannon, Banks, Shelton, & Luchetta, 1989). Not only did high-reactive individuals manifest the most symptoms when hassles were high, they also exhibited the least when hassles were low; a similar set of results emerged when depression was the outcome of hassles, and speed of heart rate recovery after the stress test was the physiological moderator. Similarly, there are more recent child data from Boyce et al. (2006) highlighting the moderating effect of anticipatory activation of the hypothalamic–pituitary–

adrenal axis as indexed by salivary cortisol at the beginning of a lengthy battery of psychological assessments. For children scoring low in reactivity at age 7, father involvement in infant care failed to predict mental health at age 9. But for those 7-year-olds who were highly reactive, low levels of early father involvement forecast more severe symptoms 2 years later.

Recent research involving measured genes and measured environments may most compellingly document both positive and negative rearing effects for susceptible children. One set of studies involves infants with a particular allele (variant) of a gene called *DRD4*, which codes for a type of dopamine receptor. Because the dopaminergic system is engaged in attentional, motivational, and reward mechanisms and the variant in question, the 7-repeat allele, has been linked to lower dopamine reception efficiency, Bakermans-Kranenburg and van Ijzendoorn (2006) predicted—and found—that this allele moderated the association between parental insensitivity and externalizing problems. Children with the 7-repeat *DRD4* allele who experienced insensitive mothering displayed more externalizing behaviors than did children without the *DRD4* 7-repeat (irrespective of maternal sensitivity), whereas children with the 7-repeat *DRD4* allele who were reared by sensitive mothers showed the lowest levels of externalizing problem behavior. Such results suggest that conceptualizing the 7-repeat *DRD4* allele exclusively in risk-factor terms is misguided, as this variant of the gene seems to heighten susceptibility to a wide variety of environments (Bakermans-Kranenburg & van Ijzendoorn, 2007), with supportive and risky contexts promoting positive and negative outcomes, respectively.

The same may be true of alleles that are linked with high and low monoamine oxidase A activity and found to moderate the effect of child maltreatment on antisocial behavior in adulthood. What is perhaps not fully appreciated in the widely cited and ground breaking Gene  $\times$  Environment ( $G \times E$ ) interaction research of Caspi et al. (2002, see Fig. 1) is that not only were those with alleles associated with low monoamine oxidase A activity proven to be most antisocial if they experienced maltreatment, but they also manifested the lowest levels of antisocial behavior when not exposed to maltreatment while growing up.

Even more compelling in this regard is recent work linking recent life events and/or childrearing history (retrospectively reported) with depression. In results that were consistent with other research by Caspi et al. (2003), Taylor et al. (2006) found that university students homozygous for short alleles (*s/s*) of the serotonin transporter gene polymorphism manifested greater depressive symptomatology when exposed to early or recent adversity than did individuals with other allelic variants. Just as important, however, individuals with seemingly vulnerable *s/s* genotypes exhibited significantly less depressive symptomatology when they experienced a supportive early environment or recent positive experiences than did those with other genotypes. Such evidence agrees with results from Wilhelm et al.’s (2006)

research, in which they linked the number of adverse life events in a 5-year period with probability of lifetime major depression: Even though *s/s* individuals manifested the highest probability of depression when adverse life events were high (i.e., > 3), they had the lowest probability when not exposed to such events.

The molecular genetic findings just considered most certainly raise the prospect that plasticity is a function of nature more than nurture. Supporting this view is extensive evidence that measured plasticity is heritable in many species (Bashey, 2006; Pigliucci, 2007) and that it may function as a selectable character in and of itself (Sinn, Gosling, & Moltschaniwskyj, 2007). There is also data showing that some of the very behavioral and physiological factors highlighted above as moderators of environmental influences and thus markers of plasticity—infant negative emotionality (Auerbach, Faroy, Ebstein, Kahana, & Levine, 2001) and hypothalamic–pituitary–adrenal axis reactivity (Gotlib, Joormann, Minor, & Hallmayer, 2008)—are themselves related to at least one of the genotypes associated with heightened susceptibility to rearing: the *s/s* allele of the serotonin transporter promoter polymorphism. This raises the following, unanswered question regarding research highlighting differential susceptibility to rearing influence: Are investigations that show some children to be more susceptible to environmental influences than others for temperamental, physiological, or genetic reasons identifying the same highly malleable individuals using different plasticity markers? To answer this question, it will be necessary to measure all three kinds of plasticity indicators in the same investigation, thereby affording determination of whether they are correlated and whether they redundantly—or uniquely and independently—moderate environmental influences on development.

### THE “NURTURE” OF PLASTICITY

Despite evidence suggesting that plasticity may be a function of genetics rather than experience, a growing body of theory and evidence raises the prospect that plasticity may be a function of nurture as well as nature (Boyce & Ellis, 2005). Indeed, there is now extensive work showing that very early experiences occurring in the womb can affect later development, most notably disease susceptibility (i.e., metabolic diseases) in middle age (Gluckman & Hanson, 2005). Of particular interest to psychologists, though, will be evidence documenting adverse effects of negative fetal experiences on problem behavior in childhood. For example, maternal anxiety during late pregnancy predicts behavioral–emotional problems at age 7, even with postnatal anxiety and depression controlled (Huizink, de Medina, Mulder, Visser, & Buitelaar, 2002; see also O'Connor, Heron, Golding, Beveridge, & Glover, 2002; O'Connor, Heron, Golding, & Glover, 2003).

Even more central to our argument that much remains to be learned about plasticity in early human development is the evidence that such “fetal programming” may shape several of

the very susceptibility factors mentioned above. Consider in this regard research showing (a) that maternal stress during pregnancy predicts difficult temperament at 3 months of age (Huizink et al., 2002) and emotional reactivity to novelty in 4-month-olds (Möhler, Parzer, Brunner, Wiebel, & Resch, 2006), (b) that prenatal maternal depression and elevated cortisol levels in late pregnancy predict negative reactivity at age 2 (Davis et al., 2007), and (c) that maternal prenatal anxiety predicts awakening cortisol in 10-year-olds (O'Connor et al., 2005).

On one hand, such data suggest that, in addition to genetics, very early experience—in the womb—may shape plasticity, as these outcomes are among the very characteristics found in work cited above to demarcate heightened susceptibility to environmental influences. Just as important, this reinterpretation of putatively negative effects of prenatal stress raises fundamental questions about the problem-focused perspective that pervades virtually all research and theory on prenatal programming: Is it the case that prenatal stressors compromise later development, as prevailing thinking presumes, or do these prenatal experiences promote plasticity and thus the organism's openness to future experiential inputs, be they positive or negative? That is, is there fetal programming of postnatal programming? Oberlander et al.'s (2008) recent epigenetic findings showing that maternal depressed mood in pregnancy predicts increased methylation of the human glucocorticoid receptor gene (*NR3C1*, measured in neonatal cord blood), which itself forecasts elevated cortisol stress reactivity at 3 months of age, illuminates at least one biological mechanism that may be central to such fetal programming of postnatal plasticity. Also, recall that cortisol reactivity may well demarcate heightened susceptibility to rearing influences.

Before concluding on the basis of fetal programming research that plasticity is a function of experience as much as a function of genetics, we should not lose sight of the fact that the  $G \times E$  interaction may characterize the fetal programming process (Gluckman & Hanson, 2005). This raises the following unanswered question: Are some fetuses more susceptible to fetal programming than others, for genetic reasons? If they are—and as of yet we simply do not know—it would suggest that plasticity is a function not just of nature or nurture, but that some individuals may be more likely than others to be affected by experience, most notably perhaps, fetal experience, in ways that subsequently affect whether or to what degree they will be influenced by the postnatal world they encounter. By incorporating molecular-genetic measurements into fetal programming studies, it should prove possible to illuminate the issue of the  $G \times E$  interaction in this fast developing arena of inquiry.

### CONCLUSION

The very possibility that individuals may either vary in their plasticity for genetic reasons or that they may vary in the degree

to which their plasticity is subject to fetal programming for genetic reasons raises even more interesting issues, especially those pertaining to population genetics that also merit investigation: Do populations differ in the degree to which children are malleable? If we consider for a moment the fact that selection for plasticity only makes evolutionary sense if what happens at one point in time is systematically related to what happens at a later point in time—because there would be no fitness payoff adjusting future functioning based on early-life experience if the future was not systematically related to the past—the possibility emerges that human populations may vary in the degree to which children are malleable. Future research can thus address whether in ecological niches in which the present and future are (or have been) more related, the payoff for plasticity could well be greater, with greater selection for plasticity in human populations.

Three observations seem noteworthy in this context. First, the 7R-DRD4 allele discussed above as a possible plasticity marker not only recently emerged in human populations (~40,000 years ago), but varies substantially across them, having an extremely low incidence in Asia yet a high frequency in the Americas (Ding et al., 2002); intriguingly, the reverse is true of another possible “plasticity gene”: the s/s allele of 5-HTTP (Kim et al., 2007). Second, one wild bird population shows evidence that selection favoring individuals who are highly plastic with regard to the timing of reproduction has intensified over the past three decades, perhaps in response to climate change causing a mismatch between the breeding times of the birds and their caterpillar prey (Nussey, Postma, Gienapp, & Visser, 2005). Finally, Suomi (2006) has observed that only two species of primates, humans and rhesus macaques, fill diverse ecological niches around the world and that the presence of the 5-HTTP short (plasticity?) allele in some individuals distinguishes these two “weed species” from all other primates.

Whether it makes sense to conceptualize the 5-HTTP short allele or the 7R-DRD4 allele as plasticity genes, or whether human populations vary in the degree to which children are malleable, either as a result of the presence of these alleles or some other characteristics, remain to be determined. The same is true with regard to whether unborn children vary for genetic reasons in their susceptibility to fetal programming with respect to plasticity in response to developmental experiences after birth. The bottom line is that we do not know how much of plasticity in early development is a function of nature or nurture.

One thing should be clear, though, given what has already been said about the study of resilience on the one hand and of fetal programming on the other and thus about so much of developmental psychology: So long as disproportionate emphasis is placed on the adverse effects of negative experience on problems in development, we risk misunderstanding the process of human development. If the very children found to be especially vulnerable to adversity are also, as theory and evidence is beginning to suggest, disproportionately susceptible to the

beneficial effects of positive experiences, then focusing principally on the former could obscure as much as it illuminates the nature of human plasticity. And if prenatal stress does not just foster difficult temperament or physiological reactivity or even behavior problems, but regulates susceptibility to postnatal experience (i.e., plasticity), perhaps via methylation-related epigenetic means, then our obsession with disturbances in development will lead us to misconstrue how development operates. Each of these errors based on an all-too-great emphasis in psychology on poor mental health and problems in development would affect not just how we think about and study human development, but how we seek to promote it. And that is because knowledge of plasticity should pave the way for the most effective interventions, be they seeking to prevent problems before they develop, remediate them once they have emerged, or promote well-being without concern for developmental risks.

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# Kim M. Kaczmarowski

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## Summary of Qualifications

Accomplished professional with a background in post-secondary instruction, academic advisement, and counseling. Superior communication skills, easily interacts with community professionals, clients, and students. Proficient in multiple computer operations.

## Education

### **Master of Social Work, 1999**

University of Wisconsin, Milwaukee, WI.

### **Bachelor of Arts in Psychology, Minor in Education & Broad Field Social Sciences, 1997**

St. Norbert College, De Pere, WI.

## **Professional Certifications**

- Certificate in Marriage and Family Therapy, August 1999
- Divorce Mediator, June, 2004
- Accelerated Learning Instructor, August, 2004
- Wisconsin Approved Provider Status (3000 hours), October, 2004
- Social Work Certification, March, 2005
- WTCSB Provisional Certification, March, 2007

## **Other Training**

- Flexnet Online Instruction Training Program, January, 2005
- Critical Thinking Workshop, January, 2005
- APA Workshop, March, 2005
- Instructional Strategies Workshop, April, 2005
- Emotional Intelligence Workshop, April, 2006
- Teaching Methods, August, 2006
- Curriculum and Course Construction (WIDS), December, 2006
- Blackboard Basics, April, 2007
- Teaching Online, Part 1, December, 2007
- Teaching Online, Part 2, May, 2008

## **Courses Taught**

- Social Welfare Policy and Services, *St. Norbert College*
- Social Work Practice with Communities and Organizations, *St. Norbert College*
- Human Services Internship, *St. Norbert College*
- Introduction to Sociology, *Chippewa Valley Technical College*
- Introduction to Psychology, *Chippewa Valley Technical College, University of Phoenix*
- Abnormal Psychology, *Chippewa Valley Technical College*
- Race, Ethnic, and Diversity Studies, *Chippewa Valley Technical College*
- Communication Skills for Career Growth, *University of Phoenix*
- Skills for Professional Development, *University of Phoenix*
- Teamwork, Collaboration, and Conflict Resolution, *University of Phoenix*
- Introduction to Popular American Culture, *University of Phoenix*
- Psychology of Personality, *University of Phoenix*
- Organizational Psychology, *University of Phoenix*
- Human Motivation, *University of Phoenix*
- Cultural Diversity, *University of Phoenix*

Professional Experience

**Instructor and Director of the Human Services Concentration/Minor** 2008 - present  
*St. Norbert College, De Pere, WI*

- Provide instruction in undergraduate Social Work courses.
- Direct program implementation to ensure compliance with Wisconsin State Statutes for Social Work education.
- Advise current and prospective students.
- Coordinate all aspects of student internship placement and supervise ongoing student internships.
- Complete all administrative tasks of the program.

**Behavioral Science & Civic Effectiveness Instructor** 2006 - 2008  
*Chippewa Valley Technical College, Eau Claire, WI*

- Provided group instruction in Behavioral Science undergraduate courses, including Introduction to Psychology, Introduction to Sociology, Abnormal Psychology, and Race, Ethnic, and Diversity Studies.
- Developed curriculum utilizing various delivery methods, including face to face, online, and ITV formats.
- Coordinated the delivery of Youth Options courses with CESA and eight area high schools.
- Monitored student progress and assess student performance.
- Advised students in academic procedures.
- Served as a member of the CVTC E-learning committee.

**Community Support Worker** 2003 - 2006  
*Oconto County Department of Human Services, Oconto, WI*

- Provided ongoing supportive services to a caseload of clients.
- Mediated custody disputes between parents involved in family court.
- Coordinated and monitored an array of services.
- Provided case management, counseling, and crisis intervention.
- Partnered with the Division of Vocational Rehabilitation to provide career and vocational counseling.

**Program Coordinator** 2000 - 2002  
*Northwest Counseling & Guidance Clinic- Green Bay Day Treatment, Green Bay, WI*

- Supervised program staff and student interns.
- Served as liaison to professionals at seven area school districts.
- Developed and supervised a BSW field instruction program in cooperation with UWGB.
- Lead recruitment efforts for potential students.
- Ensured program compliance with Wisconsin State Statutes.
- Served on a multidisciplinary team.

**Counselor** 1999 - 2000  
*Utech Counseling & Consulting, De Pere, WI*

- Counseled youth and families.
- Coordinated treatment with other organizations involved with the client system.
- Promoted programs to external agencies.
- Served as member of various advisory boards.
- Conducted community seminars.

**Graduate Student Advisor** 1998 - 1999  
*University of Wisconsin School of Social Welfare, Milwaukee, WI*

- Advised students in academic procedures, such as course sequencing, registration, and program admission.
- Served as liaison between students, academic faculty, and other university departments.
- Presented at recruitment lunches.
- Participated in new student orientations.

**Master of Social Work Network Coordinator** 1998 - 1999  
*University of Wisconsin School of Social Welfare, Milwaukee, WI*

- Worked with a team to plan and coordinate professional presentations and seminars for MSW students.
- Collaborated with Alumni Board to organize presentation schedule and select speakers.

**Other Experience**

**Associate Faculty, Contracted** 2004 - Present  
*University of Phoenix, Appleton, WI*

**Medical Social Worker** 2008 - 2009  
*Heartland Hospice, Green Bay, WI*

**Contract Social Worker** 2005 - 2006  
*Adoption Services, Inc., Appleton, WI*

**Field Instructor** 2000 - 2002  
*University of Wisconsin-Green Bay, Green Bay, WI*

**Computer Experience**

- Microsoft Office, including Live Meeting, Word, Excel, Outlook, Access, Internet Explorer, and PowerPoint
- Moodle
- Outlook Web Access (OWA)
- Blackboard Academic Suite
- Computer Programming in Pascal and Basic Computer Languages

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ANNALS OF BEHAVIOR

## DO PARENTS MATTER?

*For decades, psychologists have looked to some combination of nature and nurture to explain how children turn out. But a radical new theory—developed by a grandmother from suburban New Jersey—may change everything.*

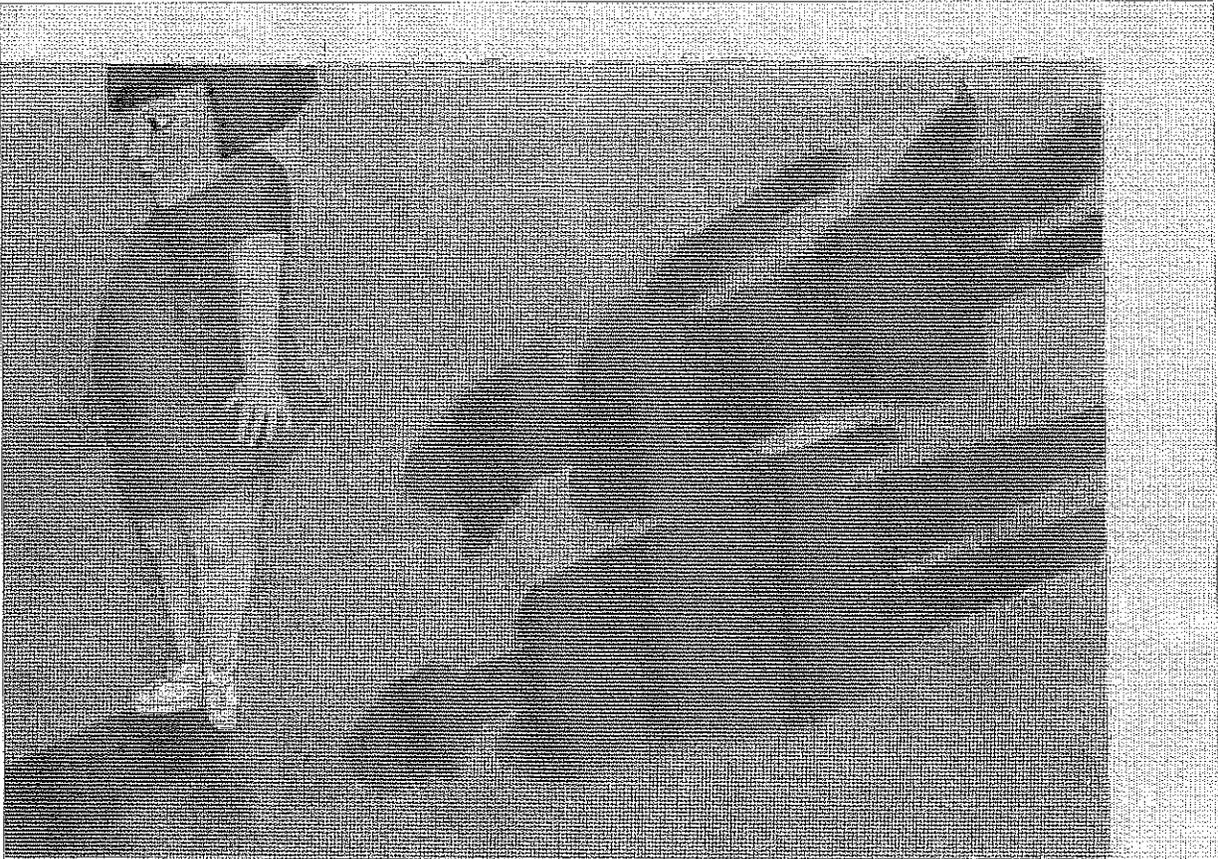
BY MALCOLM GLADWELL

THE idea that will make Judith Rich Harris famous came to her, incidentally, on the afternoon of January 20, 1994. At the time, Harris was a textbook writer, with no doctorate or academic affiliation, working from her home in suburban New Jersey. Because of a lupus-like illness, she doesn't have the strength to leave the house, and she'd spent that morning in bed. By early afternoon, though, she was at her desk, glancing through a paper by a prominent psychologist about juvenile delinquency, and for some reason a couple of un-

remarkable sentences struck her as odd: "Delinquency must be a social behavior that allows access to some desirable resource. I suggest that the resource is mature status, with its consequent power and privilege." It is an observation consistent with our ideas about what it means to grow up. Teen-agers rebel against being teen-agers, against the restrictions imposed on them by adults. They smoke because only adults are supposed to smoke. They steal cars because they are too young to have cars. But Harris was suddenly convinced that the

paper had it backward. "Adolescents aren't trying to be like adults—they are trying to *distance* themselves from adults," she explains. "And it was as if a light had gone on in the sky. It was one of the most exciting things that have ever happened to me. In a minute or two, I had the germ of the theory, and in ten minutes I had enough of it to see that it was important."

If adolescents didn't want to be like adults, it was because they wanted to be like other adolescents. Children were identifying with and learning from other



children, and Harris realized that once you granted that fact all the conventional wisdom about parents and family and child-rearing started to unravel. Why, for example, do the children of recent immigrants almost never retain the accents of their parents? How is it that the children of deaf parents manage to learn how to speak as well as children whose parents speak to them from the day they were born? The answer has always been that language is a skill acquired literally—that what children pick up from other children is at least as important as what they pick up at home. Harris was asking whether this was true more generally: what if children also learn the things that make them who they are—that shape their characters and personalities—from their peer group? This would mean that, in some key sense, parents don't much matter—that what's important is not what children learn inside the home but what they learn outside the home.

"I was sitting and thinking," Harris told me, looking bright-eyed as she chattered a tall glass of lemonade. She is

tiny—a fragile, thin grandmother with a mop of gray hair and a little girl voice. We were in her kitchen, looking out on the green of her back yard. "I told my husband, Charlie, about it. I had signed a contract to write a developmental-psychology textbook, and I wasn't quite ready to give it up. But the more I thought about it the more I realized I couldn't go on writing developmental-psychology textbooks, because I could no longer say what my publishers wanted me to say. Over the next six months, Harris immersed herself in the literature of social psychology and cultural anthropology. She read studies of group behavior in primates and unanalyzed studies from the inner-city offices of pre-adolescent boys. She couldn't conduct any experiments of her own, because she didn't belong to an academic institution. She couldn't even use a proper academic library, because the closest university to her was Rutgers, which was forty-five minutes away and she didn't have the strength to leave her house for more than a few hours at a time. So she went to the local public library and ordered academic texts through

interlibrary loan and sent for reprints of scientific articles through the mail, and the more she read the more she became convinced that her theory could be tested in many of the recent puzzling findings in behavioral genetics and developmental psychology. In six weeks, in August and September of 1994, she wrote a draft and sent it off to the academic journal *Psychological Review*. It was an act of singular audacity, because *Psychological Review* is one of the most prestigious journals in psychology, and prestigious academic journals do not, as a rule, publish the musings of any at-home grandmothers without Ph.D.s. But her article was accepted, and in the space below her name, where authors typically put "Princeton University" or "Yale University" or "Oxford University," Harris proudly put "Middlesex, New Jersey." Harris listed her Compuserve address in a footnote, and soon she was inundated with E-mail, because what she had to say was so compelling and so surprising and, in a wholly unexpected way, so sensible that everyone in the field wanted to know more. Who are



"You don't get an office. You get cargo pants."

you? scholars asked. Where did you come from? Why have I never heard of you before?

At this point, Harris's health was not good. Her autoimmune disorder began to attack her heart and lungs, and she sometimes wondered how long she had to live. But, at the urging of some of her new friends in academic, she set out to write a book, and somehow in the writing of it she became stronger. The book, "The Nurture Assumption," will be published this fall, and it is a graceful, fluid, and utterly persuasive assault on virtually every tenet of child development. It begins: "This book has two purposes: first, to persuade you of the notion that a child's personality—what used to be called 'character'—is shaped or modified by the child's parents; and second, to give you an alternative view of how the child's personality is shaped." On the back cover are enthusiastic blurbs from David Lykken, of the University of Minnesota; Robert Sapolsky, of Stanford; Dean Keith Simonton, of the University of California at Davis; John Bratt, of the James S. McDonnell Foundation; and Steven Pinker, of

M.I.T.—which, in the social-science business, is a bit like writing a book on basketball and having it endorsed by the starting five of the Chicago Bulls. This week, Harris will travel to San Francisco for the annual convention of the American Psychological Association, where she will receive a prize for her *Psychological Science* article.

"It's as if the gods were making up to me all that they had done to me previously," Harris told me. "It was the best gift I could have ever gotten as an idea. It wasn't something that I could have known in advance. But as it turned out, it was what I wanted most in the world—an idea that would give a direction and a purpose to my life."

JUDITH HARRIS's big idea—that peers matter much more than parents—runs counter to nearly everything that a century of psychology and psychotherapy has told us about human development. Freud put parents at the center of the child's universe, and there they have remained ever since. "They pick you up, your mom and dad. / They may not mean to, but they do," the poet

Philip Larkin memorably wrote, and that perspective is fundamental to the way we have been taught to understand ourselves. When we go to a therapist, we talk about our parents in the hope that coming to grips with the events of childhood can help us decipher the mysteries of adulthood. When we say things like "That's the way I was raised," we mean that children instinctively and preferentially learn from their parents; that parents can be good or bad role models for children; that character and personality are passed down from one generation to the next. Child development has been, in many ways, concerned with understanding children through their parents.

In recent years, however, this idea has run into a problem. In a series of careful and comprehensive studies (among them the famous Minnesota studies of twins separated at birth), behavioral geneticists

have concluded that about fifty per cent of the personality differences among people—traits such as friendliness, extraversion, neuroticism, openness, and so on—are attributable to our genes, which means that the other half must be attributable to the environment. Yet when researchers have set out to look for this environmental influence, they haven't been able to find it. If the example of parents were important in a child's development, you'd expect to see a consistent difference between the children of anxious and inexperienced parents and the children of authoritative and competent parents, even after taking into account the influence of heredity. Children who spend two hours a day with their parents should be different from children who spend eight hours a day with their parents. A home with lots of books should result in a different kind of child from a home with very few books. In other words, researchers should have been able to find some causal link between the specific social environment parents create for their children and the way those children turn out. They haven't.

One of the largest and most rigorous studies of this kind is known as the Colorado Adoption Project. Between 1975 and 1982, a group of researchers at the University of Colorado, headed by Robert Plomin, one of the world's leading behavioral geneticists, recruited two hundred and forty-five pregnant women from the Denver area who planned to give up their children for adoption. The researchers then followed the children into their new homes, giving them a battery of personality and intelligence tests at regular intervals throughout their childhood and giving similar tests to their adoptive parents. For the sake of comparison, the group also ran the same set of tests on a control group of two hundred and forty-five parents and their biological children. For the latter group, the results were pretty much as one might expect: in intellectual ability and certain aspects of personality, the kids proved to be fairly similar to their parents. The scores of the adopted kids, however, had nothing whatsoever in common with the scores of their adoptive parents; these children were no more similar in personality or intellectual skills to the people who raised them, fed them, clothed them, read to them, taught them, and loved them all their lives than they were to any two adults taken at random off the street.

Here is the puzzle: We think that children resemble their parents because of both genes and the home environment, both nature and nurture. But if nurture matters even a little, why don't the adopted kids have at least some greater-than-chance similarities to their adoptive parents? The Colorado study says that the only reason we are like our parents is that we share their genes, and that—by any measure of reputation and personality—when there is no genetic inheritance there is no resemblance.

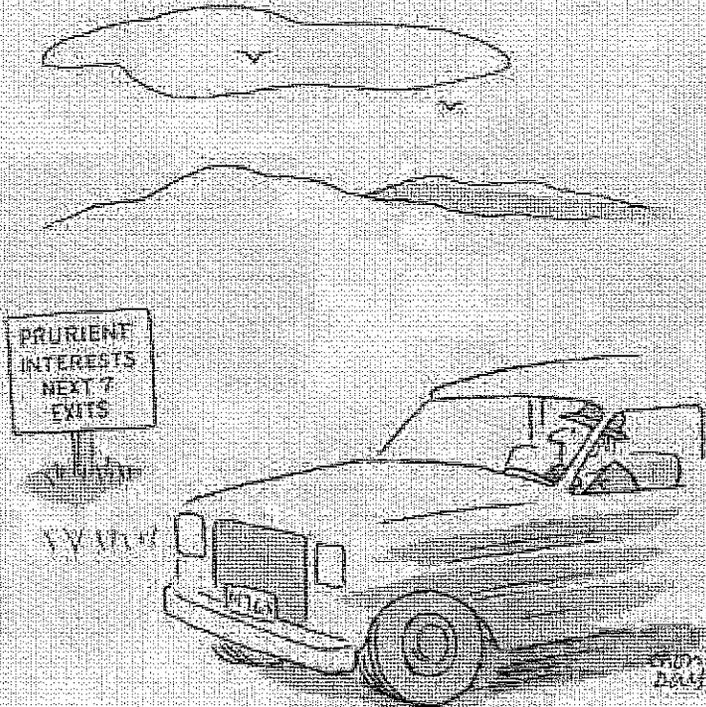
This is the question that so preoccupied Harris on that winter morning four and a half years ago. She knew that most people in psychology had responded to findings like those of the Colorado project by turning an ever more powerful microscope on the family, assuming that if we couldn't see the influence of parents through standard psychological measures it was because we weren't looking hard enough. Not looking hard enough wasn't the problem. The problem was that psycholo-

gists weren't looking in the right place. They were looking inside the home when they should have been looking outside the home. The answer wasn't parents; it was peers.

Harris argues that we have been in the grip of what she calls the "nature assumption," a parent-centered bias that has blinded us to what really matters in human development. Consider, she says, the seemingly common-sense statements "Children who are hugged are more likely to be nice" and "Children who are beaten are more likely to be unpleasant." Sure enough, if you study nice, well-adjusted children, it turns out that they generally have well-adjusted and nice parents. But what does this really mean? Since genes account for about half of personality variations among people, it's quite possible that nice children are nice simply because they received nice genes from their parents—and nice parents are going to be nice to their children. Hugging may have made the children happy, and it may have taught them a good way of expressing their affection, but it may not have been what made them nice. Or take the example of smoking. The children of smokers are more than twice as likely to smoke as the children of nonsmokers, so it's natural to conclude

that parents who smoke around their children set an example that their kids follow. In fact, a lot of parents who smoke feel guilty about it for that very reason. But if parents really cause smoking there ought to be elevated rates of smoking among the adopted children of smokers, and there aren't. It turns out that nicotine addiction is heavily influenced by genes, and the reason that so many children of smokers smoke is that they have inherited a genetic susceptibility to tobacco from their parents. David C. Rowe, a professor of family studies at the University of Arizona (whose academic work on the limits of family influence Harris says was critical to her own thinking), has analyzed research into this genetic contribution, and he concludes that it accounts entirely for the elevated levels of cigarette use among the children of smokers. With smoking, as with niceness, what parents *do* seems to be nearly irrelevant.

Harris makes another, subtler point about parents. What if, she asks, the cause-and-effect assumption with niceness and hugging can also go the other way? What if, all other things being equal, nice children tend to be hugged because they are nice, and unpleasant children tend to be beaten because they are un-



pleasant? Children, after all, are born with individual temperaments. Some children are easy to rear from the start and others are difficult, and these innate characteristics, she says, can strongly influence how parents treat them. Harris tells a story about a mother with two young children—a five-year-old girl named Audrey, and a seven-year-old boy, named Mark—who walked by Harris's home one day when she was out in the front yard with her dog, Page. Page ran toward the children, barking menacingly. Audrey went up to the animal and asked her mother, "Can I pet him?" Her mother quickly told her not to. Mark, meanwhile, was cowering on the other side of the street, and he stayed there even after Harris rushed up and grabbed Page by the collar. "Come on, Mark, the dog won't hurt you," the mother said, and she waited for her son to come back across the street. What is the parenting "style" here that is supposedly so important in shaping personality? This mother is playing two very different roles—coaxing the frightened Mark and scolding the frightened Mark and scolding the frightened Mark—and in each case her behavior is shaped by the actions and the temperament of her child, and not the other way around.

This phenomenon—what Harris calls child-to-parent effects—has been explored in detail by psychological researchers David Reiss, of George Washington University, and Robert Plomin, the behavioral geneticist who headed the Colorado study, and a number of colleagues

have just completed a ten-year, nine-million-dollar study of seven hundred and twenty American families. Thirty-two teams of testers were recruited, and they visited each family three times in the course of those years, giving parents and siblings personality tests, videotaping interactions between parents and children, questioning teachers, asking siblings about siblings, asking parents about children, asking children about parents—all to find out whether the differences in how parents relate to each of their children make any predictable difference in the way those children end up. "We thought that this was going to be a straight shot," Reiss told me. "The sibling who got the better treatment would do better, be less depressed, be less antisocial. It seemed like a no-brainer." It wasn't. Plomin told me, "If we just ask the simple question 'Does differential parental treatment relate to differences in adolescent adjustment?' the answer is yes—strongly. If you take negative parents—conflict, hostility—it's the strongest predictor of negative adjustment of the siblings." But the study was designed to look at genetic influences as well—to examine whether children had personality traits that were causing parental behavior—and when those genetic factors were taken into consideration the link between negative parenting and problems in adolescence almost entirely disappeared. "The parents' negativity isn't causing the negative adjustment of the kids," Plomin said.

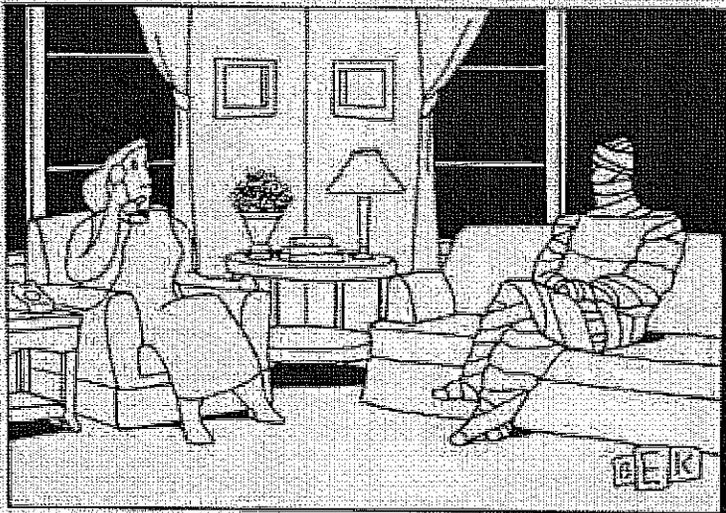
It's reflecting it. This was a tremendous surprise to us. What looks like nurture is sometimes just nature, and what looks like a cause is sometimes just an effect.

Harris takes this argument one step further. Consider, she says, the story of Cinderella.

The folks who give us this tale ask us to accept the following premises: that Cinderella was able to go in the ball and not be recognized by her stepfather; that despite years of degradation she was able to claim and hold the attention of a sophisticated guy like the prince; that the prince didn't recognize her when he saw her again in her usual home dressed in her workaday clothing, and that he never doubted that Cinderella would be able to fulfill the duties of a princess and, ultimately, of a queen.

If you think of the influence of parents and the home environment as monumental, this tale does seem impossibly fortified. So why does the Cinderella story work? Because, Harris says, all of us understand that it is possible to be one person to our parents and another person to our friends. Cinderella learned when she was still quite small that it was best to act meek when her stepfather was around, and to look unattractive in order to avoid arousing her jealousy." Harris writes. But outside the house Cinderella learned that she could win friends by being pretty and charming. Harris says that this lesson—that away from our parents we can reconstruct ourselves—is one that all children learn very quickly, and it is an important limitation on the power of parents: even when they do succeed in influencing their children, those influences very often don't travel outside the home.

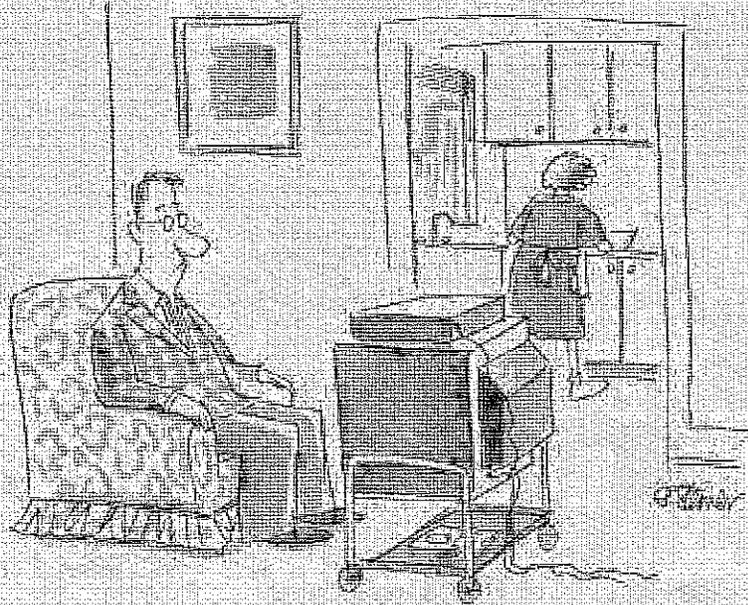
The Cinderella effect shows up all the time in psychological research. For example, Harris notes that in the August, 1997, issue of the *American Journal of Psychology and Adolescent Medicine* there is a study showing that the more mothers spanked their kids, the more troublesome the kids became. "When parents use corporal punishment to reduce antisocial behavior," the researchers report, "the long-term effect tends to be the opposite." These findings made headlines across the country. In the same issue of that journal, however, another study of children and corporal punishment reached the opposite conclusion. "For most children, claims that spanking teaches aggression seem unfounded." The disparity is baffling and you re-



"Maybe I should have gone with cremation."

member the Cinderella effect. The first study asked mothers to evaluate their children's behavior at home. Not surprisingly, it suggested that repeated, ongoing encounters to the kind of negative relationships that cause further misbehavior. The second study, however, asked kids how often they got into fights at school, and the world of school is a very different place from the world of home. Just the fact that a child wasn't getting along with his mother didn't necessarily mean that he wouldn't get along with his peers.

In another instance, Harris cites a Swedish study of picky eating among primary-school children. Some kids were picky eaters at school; some were picky at home, but only a small number were picky at home *and* school. A child who pushes away broccoli at the kitchen table might gobble it down in the school cafeteria. In the same way, a child might be shy and retiring at home but a chatterbox in the classroom. Harris applies the same logic to birth-order effects—the popular idea that a good part of our personality is determined by where we stand in relation to our siblings. “At home there are birth-order effects, no question about it, and I believe that is why it’s so hard to shake people’s faith in them,” Harris writes. “If you see people with their parents or their siblings, you do see the differences you expect to see. The eldest does seem more serious, responsible, and bossy. The younger does behave on a more carefree fashion.” But that’s only at home. Studies that look at the way people act outside the home, and away from the parents and siblings, don’t see any consistent effects at all. The younger brother cursed by his older siblings all his years of growing up is perfectly capable of being a dominant, take-charge figure when he’s among his friends. “Socialization research has demonstrated one thing clearly and irrefutably: a parent’s behavior toward a child affects how the child behaves in the presence of the parent or in contexts that are associated with the parent,” Harris concludes. “I have no problem with that—I agree with it. The parent’s behavior also affects the way the child *feels* about the parent. When a parent favors one child over another, not only does it cause rival feelings between the children—it also causes the unfavored child to harbor rival feelings against the parent. These feelings can last a lifetime.” But they



### LIFE WITHOUT PAROLE

don't necessarily cross over into the life the child leads outside the home—the place where adults spend the majority of their lives.

NOT long ago, Anne-Marie Ambert, a sociologist at York University in Ontario, asked for students to write short autobiographies describing, among other things, the events in their lives which made them most unhappy. Nine per cent identified something that their parents had done, while more than a third pointed to the way they had been treated by peers. Ambert concluded:

There is the more negative treatment by peers than by parents. . . . In these autobiographies, one reads accounts of students who had been happy and well-adjusted, but quite rapidly began deteriorating psychologically, sometimes to the point of becoming physically ill and incompetent in school, after experiences such as being rejected by peers, ostracized, talked about, readily discriminated against, laughed at, teased, sexually harassed, humiliated, cheated or beaten.

This is Harris's argument in a nutshell: that whatever our parents do to us is overshadowed, in the long run, by what our peers do to us. In “The Nurture Assumption,” Harris pulls together an extraordinary range of studies and observations to support this idea. Here,

for example, is Harris on delinquency. First, she cites a study of juvenile delinquency—vandalism, theft, assault, weapons possession, and so on—among five hundred elementary-school and middle-school boys in Pittsburgh. The study found that African-American boys, many of them from poor, single-parent, “high-risk” families, committed far more delinquent acts than the white kids. That much isn't surprising. But when the researchers divided up the black boys by neighborhood the effect of coming from a putatively high-risk family disappeared. Black kids who didn't live in the poorest, underclass neighborhood—even if they were from poor, single-parent families—were no more delinquent than their white, mostly middle-class peers. At the same time, Harris cites another large study—one that compared the behavior of poor inner-city kids from intact families to the behavior of those living only with their mothers. You'd assume that a child is always better off in a two-parent home, but the research doesn't bear that out. “Adolescent males in this sample who lived in single-mother households did not differ from youths living in other family constellations in their alcohol and substance use, delinquency, school

dropout, or psychological distress," the study concluded. A child is better off, in other words, living in a troubled family in a good neighborhood than living in a good family in a troubled neighborhood. Fees trump parents.

Other studies have shown that children living without their biological father are more likely to drop out of school and, if female, to get pregnant in their teens. But is this because of the absence of a parent, Harris asks, or is it because of some factor that is merely associated with the absence of a parent? Having a stepfather around, for example, doesn't make a kid any less likely to be unemployed, to drop out, or to be a teen-age mother. Nor does having less contact with one's biological father after he has left. Nor does having another biological relative—a grandparent, for instance—in the home. Nor does it seem to matter when the father leaves: kids whose parents split up when they were in their early teens are no better off and no worse off than kids whose fathers left when they were infants. And, curiously, children whose fathers die aren't worse off at all. In short, there isn't a lot of evidence that the loss of adult guidance and role models caused by fatherlessness has specific behavioral consequences. So what is it? One obvious factor is income: single mothers have less money than married mothers, and income has a big effect on the welfare of children. If your parents split up and you move from Riverside to the South Bronx, you're obviously going to be a lot worse off—although it's not the loss of your father that makes the difference. This brings us to another factor, relocation. Single-parent families move more often than intact families, and, according to one major study, these extra changes of residence could account for more than half the increased risk of dropping out of teen-age pregnancy and of unemployment among the children of divorce. The problem with divorce, in short, is not so much that it disrupts kids' relationships with their parents as that it disrupts kids' relationships with other kids. "Moving is rough on kids," Harris writes. "Kids who have been moved around a lot—whether or not they have a father—are more likely to be rejected by their peers; they have more behav-

ioral problems and more academic problems than those who have stayed put."

All these findings become less perplexing when you accept one of Harris's central observations, namely, that kids aren't interested in becoming copies of their parents. Children want to be good at being children. How, for example, do you persuade a preschooler to eat something new? Not by eating it yourself and hoping that your child follows suit. A preschooler doesn't care what you think. But give the food to a roomful of preschoolers who like it, and it's quite probable that your child will happily follow suit. From the very moment that children first meet other children, they take their cues from them.

One of the researchers whom Harris draws on in her peer discussion is William A. Corsaro, a professor of sociology at Indiana University and a pioneer in the ethnography of early childhood. He was one of the first researchers to spend months couching by swing sets and next to monkey bars closely observing the speech and play patterns of preschoolers. In one of his many playground stalkouts, Corsaro was sitting next to a sandbox and watching two four-year-old girls, Jenny and Betty, play house, and put sand in pots, cupcake pans, and tarts. Suddenly, a third girl, Debbie, approached. Here is Corsaro's full description of the scene:

After watching for about five minutes [Debbie] circles the sandbox three times and sits on a stool nearby. After a few more minutes of watching, Debbie moves to the sandbox and reaches for a tart. Jenny takes the pot away from Debbie and whispers, "No, Debbie back away and watch." Debbie backs away and again stands next to me, observing the activity of Jenny and Betty. Then she walks over next to Betty who is filling the cupcake pan with sand.

Debbie watches Betty for just a few seconds, then says, "We're friends, right Betty?"

Betty, not looking up at Debbie, continues to place sand in the pan and says, "Right."

Debbie now moves alongside Betty, takes a jar and spoon, begins making sand in the pot, and says, "I'm making coffee."

"I'm making cupcakes," Betty replies.

Betty now turns to Jenny and says, "We're friends, right Jenny?"

"Right," says Jenny.

The three "partners" continue to play together for about twenty more minutes, until the teachers announce cleanup time.

In adults, this exchange looks somewhat troubling. If you saw Debbie cir-

cling the sandbox over and over, you'd think she was shy and timid. And if you came upon the three girls just as Jenny told Debbie no, you'd think Jenny was selfish and needed to be taught to share. In both cases, the children seem profoundly antisocial. In fact, Corsaro says, the opposite is true. A preschool playground is rather like a cocktail party. There are lots of informal clusters of kids playing together, and the kids are in constant movement, from cluster to cluster. Unlike at a cocktail party, though, the play clusters are very fragile. "If the phone rang right now," Corsaro said to me when I met him in his office in Bloomington, "I could answer it, talk for five minutes, and then we could pick up where we left off. It's easy for us. When you are a three- or four-year-old and you've generated something spontaneous and it's going well, it's not so easy." The bell can ring. An adult can step in. An older child can disrupt things. As a result, they spend a lot of effort trying to protect their play from disruption. Betty and Jenny aren't resistant to sharing when they initially say no to Debbie. They are already sharing, and the point of keeping Debbie at bay is to defend that shared play.

What has evolved in preschool culture, then, is what Corsaro calls access strategies—an elaborate set of rules and rituals that govern when and how the third parties circulating through the playground are allowed to join an existing game. Debbie's approach to the sandbox is what Corsaro calls nonverbal entry—the first common opening move in the access dance. She's waiting for an invitation to join. It's the same at an adult cocktail party. You don't come up to an existing conversation and say, "May I join in?" You join the group quietly, as if to demonstrate respect for the existing conversation. When Debbie goes around and around the sandbox, she's trying to understand the basis of Jenny and Betty's play. Corsaro calls this encirclement. Notice that when Debbie initially reaches for a tart, Jenny says no. Debbie hasn't proved that she understands the game in question. So she retreats and observes further. Then she makes what Corsaro calls a verbal reference-to-affiliation—"We're friends, right." It's as if she were offering her bona fides. She gets a pos-



itive response. Now she enters again, this time making it absolutely clear that she understands the game. "I'm making coffee." She's in. This is how children learn to get along. Kids teach each other how to be social. Indeed, to the extent that adults might get involved in an access situation—by, for example, instructing Jeney and Betty that they have to share with Debbie—they would frustrate the learning process.

Corson is a quiet, bearded man of fifty, with the patient, stubborn air of someone who has spent the better part of his life sitting and watching screaming three-year-olds. Harris E-mailed him when she was writing her *Psychological Review* paper, and the two have struck up an on-line friendship. Most people, Corson says, want to figure out what his work says about individual development. Harris, though, recognized at once what Corson considers the real lesson, which is the children's immediate and powerful attraction to their own peer group. Once, Corson spent close to a year in a preschool where the children had been forbidden to bring their toys into the classroom. Before long, he noticed that they had found a way around the rule: the children were selecting the smallest of their toys—the boys chose Matchbox toy cars, for example, and the girls little plastic animals—and hiding them in their pockets. These were only preschoolers, but already they were organizing against the adult world, defining themselves as a group in opposition to their elders. "What I found interesting was not that the kids wanted to bring their own toys but that when they smuggled them in they never played with them alone. They played with them collectively." Corson told me, "They wanted others to know that they had them. They wanted to share the toys with others. They are not only sharing the toy but sharing the fact that they are getting around the rule. This is what is unique. I think there is a real, strong emotional satisfaction in sharing things, in do-

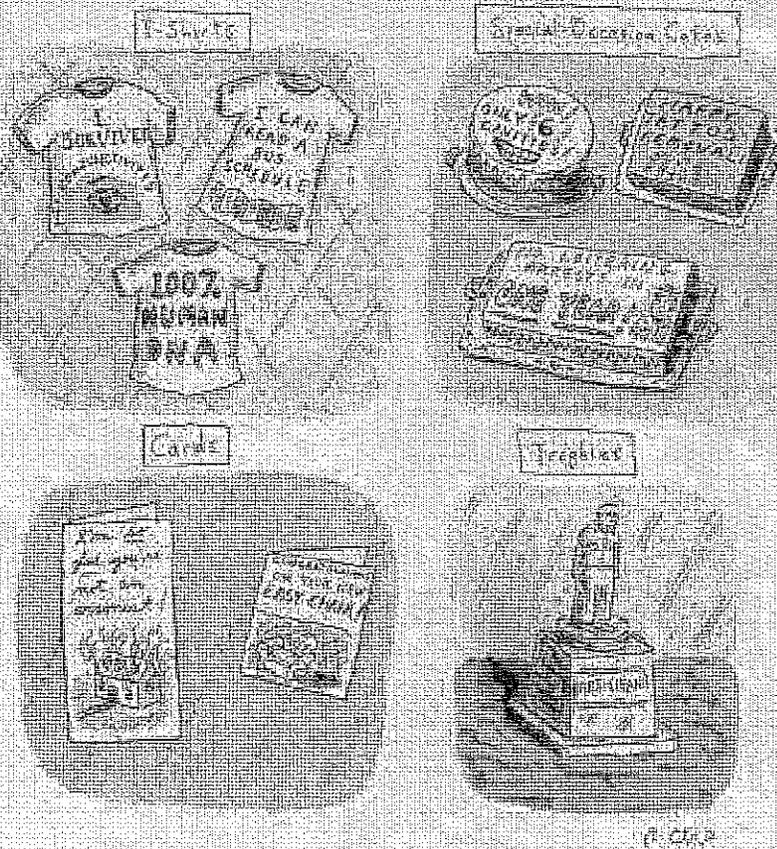
ing things together." Even for a child of three or four, the group is critical.

JUDITH HARRIS and her husband, Charles, have two children. The first, Nomi, is their biological daughter, and the second, Elaine, is adopted. In that sense, Harris' own family is a kind of micro-version of the adoption studies that raise the question of parental influence, and she says that without the example of her daughters she might not have reached the conclusion she did. Nomi, the elder, was quiet and self-sufficient as a child, a National Merit Scholar who went on to do graduate work at MIT. "She is very much like me and Charlie," Harris says. "She gave us no trouble while she was growing up. She didn't require much guidance, be-

cause she didn't want to do anything that we didn't want her to do. Even before she could walk, she would crawl off to another part of the house, and I'd find her taking things out of a drawer and looking at them carefully—and putting them away carefully."

Elaine was different. "When she was little, all you had to do was look down and she was there, right on my heels," Harris recalls. "She always wanted to be with people. We started getting bad reports from the school right away—that she wouldn't sit in her chair, and she was bothering other kids. When Nomi would ask a question, it was because she was interested in the answer. When Elaine would ask a question, it was because she was interested in having the interaction. Nomi would ask a question

## GIFTS FROM THE HOUSE OF LOW GOALS



issue. Elaine would often ask a question several times. As the girls got older, Nomi became a brain and Elaine became a dropout. Nomi was a member of a very small clique of intellectual kids, and Elaine was a member of the delinquent subgroup. They went in opposite directions.

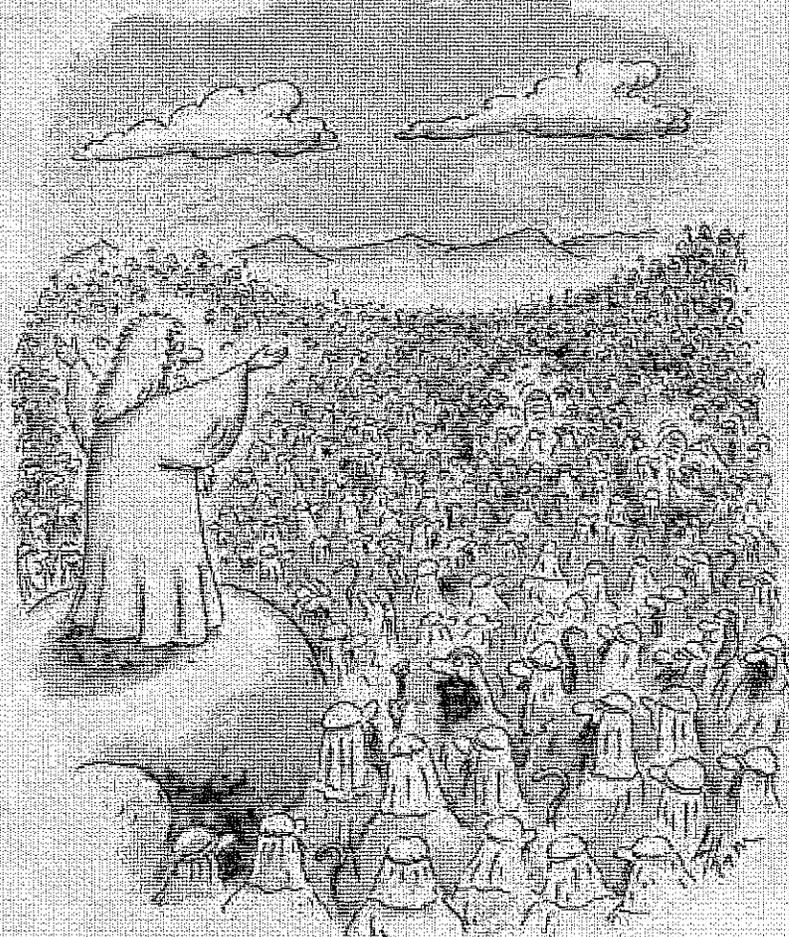
Harris has an opulent air about her, as if all her troubles had only served to strengthen her appreciation of life. But it's clear that bringing up Elaine represented a real crisis in her life. When Elaine was six and Nomi was ten, Harris became ill for the first time. She was in such pain that she couldn't sit up for more than half an hour. She tried taking a graduate course in psychology, hoping to finish a dissertation she had started, in the early sixties, at Harvard,

and she had a fellow student carry a cot to class so she could lie down during lectures. But even that was too hard, so she became a textbook writer, lying in her bed, with a spiral-bound notebook on her knee, and Nomi acting as her typist. She had pneumonia, a heart murmur, pulmonary hypertension, shingles, a year of chronic hives, and a minor stroke. "Sometimes," she says, "I feel like Job," and in the midst of all her troubles her younger daughter seemed out of control.

"We had very bad years with her in her teens," she recalls. "We didn't know how to handle her." Harris says that she began motherhood as a cheer environmentalist, meaning she believed that children would reflect the environment in which they were reared. Had she

stopped with Nomi, she says, she might have attributed Nomi's shyness and self-sufficiency and secrets to her own enlightened parenting. It was Elaine who made the puzzle posed by the adoption studies seem real. "I assumed that an adopted child would represent her environment, and that if I could give Elaine the same kind of environment I gave to my first child she would turn out—of course, not the same..." She thought for a moment. "But I certainly didn't expect that she would be so vastly different. I couldn't see that I was having any effect on her at all." Harris seems a little reluctant to talk about those years, particularly since Elaine turned out, as she puts it, "amazingly well" and is now happy and married, with a toddler and a career as a licensed practical nurse. But it's not hard to imagine the kind of guilt and frustration she must have felt—maternal helplessness magnified by her physical disability—as she told Charles did everything that good parents are supposed to do yet still came up short. Her equanimity was, in a way, her release, because she came to believe that the reason she and Charles couldn't see that they were having any effect on Elaine was that parents really can't have a big effect on their children.

There are a hundred ways of explaining Nomi and Elaine, and there is, of course, something very convenient about the explanation that Harris arrived at: it's the kind of thing that the mother of a difficult child wants to believe. Harris has constructed a theory that lets herself off the hook for her daughter's troubled childhood. It should be said, though, that the idea that parents can control the destiny of their children by doing all the right things—by providing children with every lesson and every experience, by buying them the right shoes and saying the right words and never spanking or publicly scolding them—is not as self-serving. At least, Harris's theory calls for neighborhood peers, and children themselves, to share the blame—and the credit—for how children turn out. The naive assumption, by contrast, places the blame and the credit squarely on the parent, and has made it possible to denigrate all those who fail to measure up to the strictest standards.

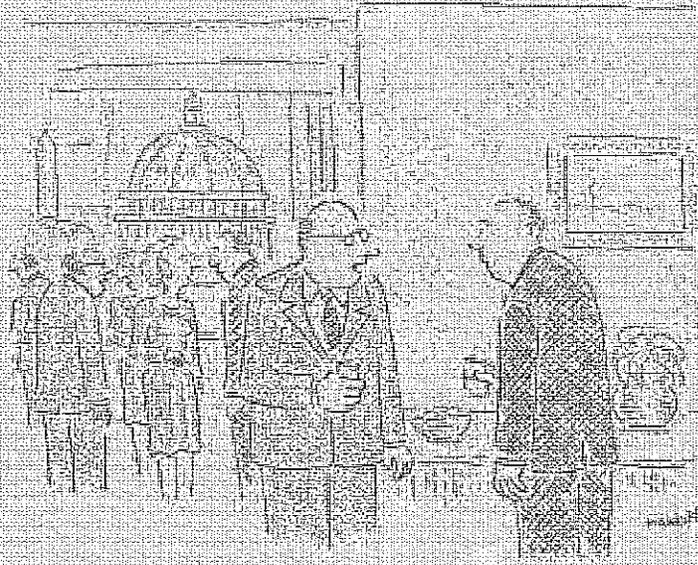


*"If you've finished reading the tablets, please pass them back to the front."*

of supposedly optimal parenting. "I want to tell parents that it's all right," Harris told me. "A lot of people who should be contributing children to our society, who could be contributing very useful and fine children, are reluctant to do it, or are waiting very long to have children, because they feel that it requires such a huge commitment. If they knew that it was O.K. to have a child and let it be reared by a nanny or put in a day-care center, or even to send it to a boarding school, maybe they'd believe that it would be O.K. to have a kid. You can have a kid without having to devote your entire life—your entire emotional expenditure—to this child for the next twenty years."

Harris does not see children as delicate vessels and does not believe they are easily damaged by the missteps of their mothers and fathers. We have been told, Harris writes, to tell children not that they've been bad but that what they did was bad, or even more appropriately, that what they did made us feel bad. In her view, we have come to treat our necessities only because we have forgotten what the world of children is really like. "Kids are not that fragile," she writes. "They are tougher than you think. They have to be, because the world out there does not handle them with kid gloves. At home, they might hear 'What you did made me feel bad,' but out on the playground it's 'You whistled!'"

Is Harris right? She is the first to admit that what she has provided is only, at this stage, a theory from her tiny study off the main hallway of her house in New Jersey, the is exactly in a position to do the kind of multimillion-dollar, multi-year study that is needed to test her hypotheses. "My guess is that some of the more hip-jointed folks in the field of psychology are going to get out of their way to try and savage this," Robert Sapolsky, a neurobiologist at Stanford, says. "But my gut feeling is that this is really important. Harris makes a lot of sense. Sometimes she is a little dogmatic"—he paused—but, yes. "Already, Harris has helped wrench psychology away from its single-minded obsession with chronicling and interpreting the finest perturbations of family life. The naive assumption, she says, has named childhood into parenthood; it has named the development of children into a story almost entirely about their parents. "Have you ever thought



"Well, my dry cleaner says..."

of yourself as a mirror?" Dorothy Corbille Bringer asks in her pop-psychology handbook, "Your Child's Self-Esteem." "You are one—a psychological mirror your child uses to judge his identity. And his whole life is affected by the conclusions he draws." And here are Barbara Chernofsky and Diane Gage, in "Change Your Child's Behavior by Changing Yours," on how children relate to their parents: "Like living vespene insects, children record what they observe. This is the modern-day cult of parenting. It takes as self-evident the idea that the child is oriented, overwhelmingly, toward the parents. But why should that be true? Do not parents, in fact, spend much of their time instructing their children not to act like adults—that they cannot be independent, that they cannot make decisions entirely by themselves, that different rules apply to them because they are children?"

"If developmental psychology were an enterprise conducted by children, there is no question that peer relationships would be at the top of the list," Peter Gray, a psychologist at Boston College, told me. "But because it is conducted by adults we tend, egocentrically, to believe that it is the relationship between us and our children that is impor-

tant. But just look at them. Whom do they want to please? Are they wearing the kind of clothing that other kids are wearing or the kind that their parents are wearing? If the other kids are speaking another way, whose language are they going to learn? And, from an evolutionary perspective, whom should they be paying attention to? Their parents—the members of the previous generation—or their peers, who will be their future mates and future collaborators? It would more adaptive for them to be better attuned to the sources of their peers' behavior. That just makes a lot of sense."

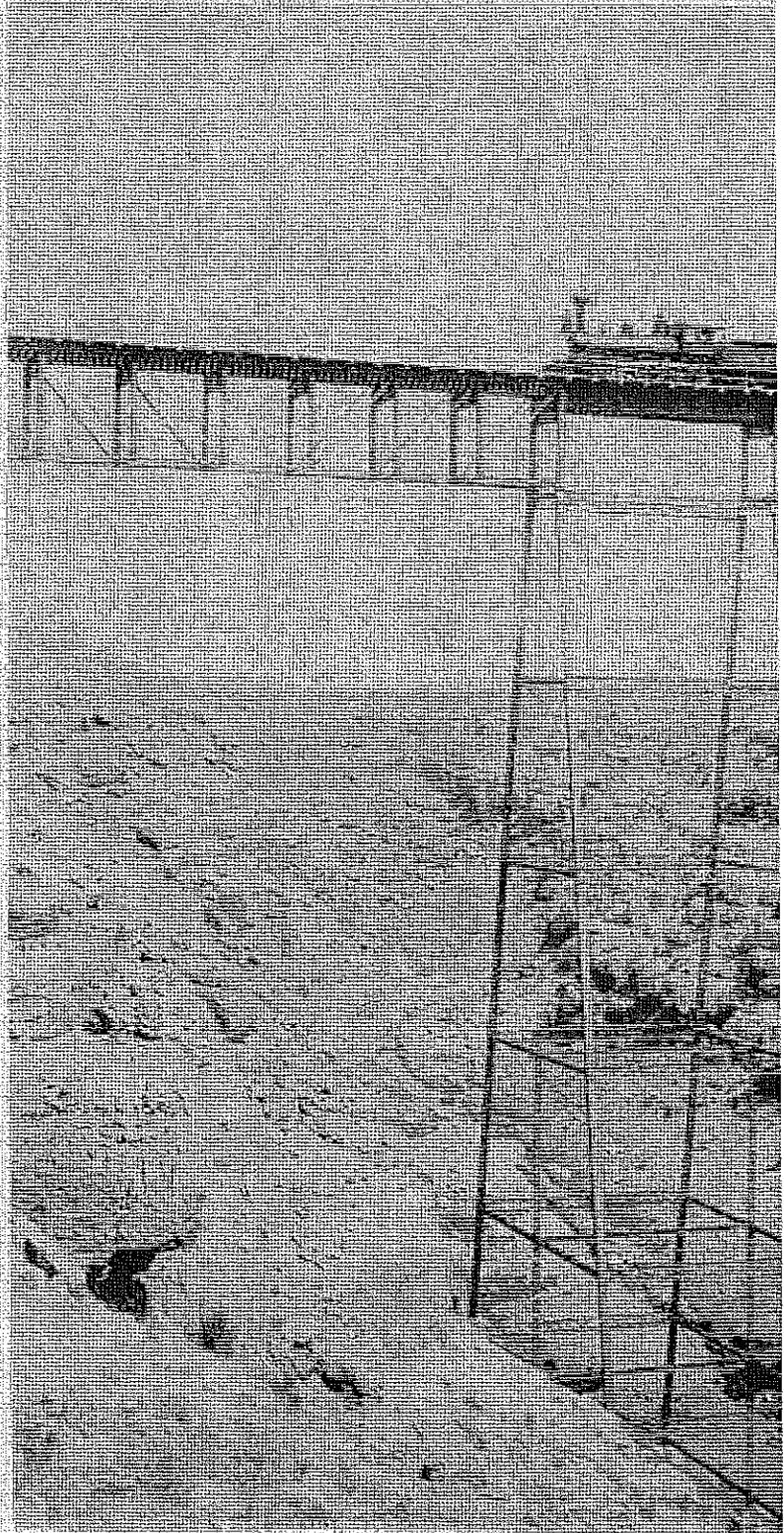
Harris's health is more stable now, and when she was putting the finishing touches on her book this summer she was sometimes able to work at the computer twelve, or even fourteen, hours a day. But anything more strenuous is out of the question. The woman who says that what really matters is what happens outside the home rarely leaves the home—not for vacations, or even to see a movie. Indeed, none of the heavyweight psychologists who have befriended her since her *Psychology of Women* article can have ever met her. "Writing E-mail is my recreation," she wrote me in an E-mail.

When Harris goes to San Francisco,

this week for the A.P.A. convention, it will be a kind of coming-out party. In preparation, during the past few weeks she has had to go shopping. "I have to buy clothes," she said. "I've hardly been out of the house in years." On August 15th she will take the stage and receive a prize named in honor of the eminent scholar George A. Miller. Almost four decades ago, Harris was kicked out of graduate school after only two years, and the dean who delivered the news was the same George A. Miller. The two have since corresponded, and Miller has termed the irony "delicious." In her acceptance remarks, Harris told me, she intends to read from the letter that Miller wrote her long ago: "I hesitate to say that you lack originality and independence, because in many areas of life you obviously possess both of those traits in abundance. But for some reason you have not been able to bring them to bear on the kind of problems in psychology to which this department is dedicated. . . . We are in considerable doubt that you will develop into our professional stereotype of what an experimental psychologist should be." \*

## RAISING ARIZONA

*Three centuries before a locomotive made its way into the Grand Canyon in the eighteen-eighties, Spanish conquistadors stumbled upon the astonishing landscape and struggled to them, as the historian Stephen J. Pyne writes in his new book, "How the Canyon Became Grand," the region had no title—politically, economically, or aesthetically. It was not a presence so much as an absence: a place to be avoided." Pyne observes. In fact, the Canyon wasn't discovered as a natural wonder until the mid-nineteenth century, when the U.S. War Department sent out a series of expeditions to the Colorado River Basin. In the influential 1882 study "Tertiary History of the Grand Canyon District," the geologist Clarence Dutton described it as "the most sublime of all earthly spectacles—a monument to America's Manifest Destiny. Today, millions gather on the barren promontories to feel dwarfed by the panorama that Coronado's men once studied.*



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# The Nature (and Nurture?) of Plasticity in Early Human Development

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**ABSTRACT**—*The effect of early experience is a long-standing concern in developmental psychology. Gaining further insight into the nature of human plasticity is central to efforts to prevent problems in development from arising and promote positive functioning. Evolutionary reasoning suggests that children should vary in their susceptibility to environmental influences, including parenting. Evidence indicates that rather than some children, such as those with negatively emotional temperaments or certain genotypes, being simply more vulnerable to the adverse effects of negative experiences, as commonly assumed, they may actually be more susceptible to both positive and negative experiences. In addition to raising questions about the nature of plasticity in human development, this article highlights unknowns regarding the role of nature and nurture in shaping individual differences in plasticity, including whether recent research linking maternal stress during pregnancy with child behavior problems illuminates a process whereby fetal programming shapes the child's susceptibility to postnatal environmental influences. Throughout this article, we raise concern about the potentially distorting influence that psychology's disproportionate focus on the adverse effect of negative experiences on developmental problems has on our understanding of human plasticity, and we propose that researchers should pay more attention to the positive side of the plasticity equation.*

A central tenet of developmental psychology is that humans are affected by their experiences while growing up in ways that importantly shape their life course (though perhaps more so earlier in childhood than later). This interest manifests itself in

field studies of parenting (Belsky, Fearon, & Bell, 2007) and child care (National Institute of Child Health and Human Development Early Child Care Research Network, 2006); in naturalistic investigations of especially depriving experiences, such as growing up in Romanian orphanages (Gunnar & van Dulmen, 2007); and in early intervention work evaluating the impact of systematic efforts to promote young children's well being and success in life (Olds et al., 2004). In other words, the notion that human development manifests a capacity for plasticity is widely embraced by students of child development. Thus, a core concern of many, be they basic neuroscientists, applied researchers, or educators, is elucidation of early developmental experiences and processes that undermine and enhance later functioning. Such interest has surely motivated many scholars and practitioners to work in this field.

A presumption implicit in much, although not all, work on environmental influences in early human development—which is especially evident in most early intervention research—is that children are similarly affected by developmental experiences, be it family poverty, parental warmth and hostility, or quality of child care to cite but a few widely investigated topics of inquiry. Variation in plasticity has been a primary focus of investigation, even if not in such terms, in the field of resilience (Cicchetti & Rogosch, 1997). Here, concerted effort has been made to identify children who are less—or not at all—affected by some contextual adversity presumed to undermine well-being. Even though much resilience research seeks to illuminate ecological conditions that protect children from being adversely affected by a particular negative experience, much attention also has been paid to child characteristics (e.g., sense of humor, IQ) that operate protectively (Werner, 1997). Children who are resilient because of their own attributes might then be considered less plastic or malleable than others.

This observation that variation seems to exist in the manner and/or the degree to which negative early developmental experiences adversely affect human functioning highlights the central question we pose in this article for the field of

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developmental psychology: How much of plasticity in early human development is affected by nature and how much is affected by nurture? Given the premise that basic science knowledge can and should be used to guide the practice and policy of promoting human well-being while preventing problems from developing in the first place, it should be clear that advancing understanding of the nature of plasticity in early human development remains a core concern of developmentally minded psychologists.

Toward that end, we begin by offering a brief evolutionary argument as to why plasticity should be variable across individuals, especially in a family. We make a case here that the disproportionate attention paid to adversity and its problematic consequences may distort as much as it illuminates the process of human development, leaving much still to be learned about how nature and/or nurture affects plasticity in early human development. We subsequently consider evidence suggesting that, for temperamental, physiological and/or genetic reasons, some children actually are more susceptible than others to both positive and negative rearing influences. Such data raise the prospect that plasticity is primarily a function of nature rather than nurture. Before drawing some conclusions while delineating future research directions, we challenge this view, highlighting evidence that suggests not only that plasticity may be a function of one's environment but that, for genetic reasons, this may be more true for some individuals than others. Ultimately, this article should make clear that multiple questions remain about how nature and/or nurture affect plasticity in early human development while contending that just as much attention must be accorded to enriching experiences and positive outcomes as to contextual adversity and problematic functioning for progress to be made in answering them and that an evolutionary mind-set can raise issues that, for the most part, have been neglected.

#### AN EVOLUTIONARY PERSPECTIVE ON PLASTICITY

Elsewhere, we have made the case that because the future is and always has been inherently uncertain, ancestral parents, just like parents today, could not have known (consciously or unconsciously) what child-rearing practices would prove most successful in promoting the reproductive fitness of offspring and thus their own inclusive fitness. As a result, and as a fitness optimizing strategy involving bet hedging (Philipi & Seger, 1989), natural selection would have shaped parents to bear children varying in plasticity (Belsky, 2005). This way, if an effect of parenting proved counterproductive in fitness terms, those children not affected by parenting would not have incurred the cost of developing in ways that ultimately proved to be misguided. It is important to note that, in light of inclusive fitness considerations, the less-malleable children's "resistance" to parental influence would not only have benefited themselves directly but also their more malleable siblings, although it would

do so indirectly, given that siblings, like parents and children, have 50% of their genes in common. By the same token, had parenting influenced children in ways that enhanced fitness, then not only would more plastic offspring have benefited directly from parental influence, but so, too, would their parents and even their less malleable siblings who did not benefit from the parenting they received (again for inclusive fitness reasons).

This line of evolutionary argument leads to the prediction that children should vary in their susceptibility to parental rearing and perhaps to environmental influences more generally. As it turns out, a long line of developmental inquiry informed by a "transactional" perspective (Sameroff, 1983) is more or less based on this unstated assumption. Central to this perspective is the dual-risk model of problematic functioning on which studies of resilience are founded, a perspective that shares much with classical diathesis-stress models of psychopathology (Monroe & Simons, 1991; Zuckerman, 1999): Children who are vulnerable for reasons pertaining to their biology, temperament, genetics, or some other organismic reason (e.g., prematurity) will most likely manifest compromised development when exposed to some contextual adversity (e.g., hostile parenting, poverty).

A central premise of this essay is that the widely embraced dual-risk transactional model of development may seriously distort the nature of human plasticity. This is because it is based on developmental psychology's disproportionate focus on the adverse effects of negative experiences on problems in development and, thereby, the identification of children who, for organismic reasons, are vulnerable to contextual risks or resilient to them. What the aforementioned evolutionary analysis presupposes, in contrast, is that the very children who are putatively vulnerable to adversity vis à vis problems in development may be equally and disproportionately susceptible to the developmentally beneficial effects of supportive rearing environments. Thus, more so than other children, they are especially plastic or malleable (Belsky, 1997, 2005; Boyce & Ellis, 2005) and are affected by developmental experiences "for better and for worse" (Belsky, Bakermans-Kranenburg, & van Ijzendoorn, 2007).

One noteworthy observation in this line of argument concerning the nature of human plasticity is that the English language—and thus the vocabulary of American psychologists—does not seem to have any terms to describe the positive side of plasticity and certainly no terms as pithy as *vulnerable* and *resilient*, which are used to characterize the negative side. For example, what would one call a child who for some organismic reason disproportionately benefits from nurturing or stimulating developmental experience, be it supportive parenting or high quality child care? To capture the notion of variation in children's plasticity, Belsky (1997) coined the term *differential susceptibility to environmental influences*, which is not unrelated to Boyce and Ellis's (2005) more recent notion of *biological sensitivity to context* (see the next section). In both cases, reference is made to the fact that children who are especially

vulnerable to adversity may benefit disproportionately from positive experiences.

### THE NATURE OF PLASTICITY

It is one thing to assert that some children may be more affected by developmental experiences—for better and for worse—than others, and it is another to chronicle empirically such a fact. Three sets of emerging evidence can be cited in support of the claim: one points to early temperament as a marker of variation in plasticity, another pertains to physiological reactivity, and a third pertains to measured genes.

With regard to behavioral manifestations of temperament, many investigations now show that negatively emotional or “difficult” infants and toddlers are more affected by rearing experience than are other children (see Belsky, 2005, for review). Two recent studies, each drawing on data collected for the large scale National Institute of Child Health and Human Development Study of Early Child Care (National Institute of Child Health and Human Development Early Child Care Research Network, 2005), found that infants who are rated as having difficult temperaments at 6 months by their mothers not only manifest more behavior problems in early childhood when experiencing low-quality parenting (Bradley & Corwyn, 2008) or low-quality child care (Pluess & Belsky, 2009) than do other children, they also display fewer problems and more social skills than other children when exposed to high-quality parenting or child care. Relatedly, Kochanska, Aksan, and Joy (2007) observed that highly fearful 15-month-olds experiencing high levels of power-assertive paternal discipline were most likely to cheat in a game at 38 months, yet when they were cared for in a supportive manner such negatively emotional, fearful toddlers manifested the most rule-compatible conduct.

With regard to physiology, highly reactive children also appear more susceptible to environmental influences than do less reactive ones. Boyce et al. (1995) found that, when growing up in stressful rearing contexts 3–5-year-olds showing high reactivity of mean arterial blood pressure during a stress test exhibited higher rates of respiratory illness than did other children, yet under low-stress conditions such high-reactive children had a significantly lower incidence of respiratory illnesses than did other children. These findings are reminiscent of data on young adults indicating that the adverse effect of daily hassles on physical symptoms varied as a function of change in blood volume pulse amplitude during a psychological stress test (Gannon, Banks, Shelton, & Luchetta, 1989). Not only did high-reactive individuals manifest the most symptoms when hassles were high, they also exhibited the least when hassles were low; a similar set of results emerged when depression was the outcome of hassles, and speed of heart rate recovery after the stress test was the physiological moderator. Similarly, there are more recent child data from Boyce et al. (2006) highlighting the moderating effect of anticipatory activation of the hypothalamic–pituitary–

adrenal axis as indexed by salivary cortisol at the beginning of a lengthy battery of psychological assessments. For children scoring low in reactivity at age 7, father involvement in infant care failed to predict mental health at age 9. But for those 7-year-olds who were highly reactive, low levels of early father involvement forecast more severe symptoms 2 years later.

Recent research involving measured genes and measured environments may most compellingly document both positive and negative rearing effects for susceptible children. One set of studies involves infants with a particular allele (variant) of a gene called *DRD4*, which codes for a type of dopamine receptor. Because the dopaminergic system is engaged in attentional, motivational, and reward mechanisms and the variant in question, the 7-repeat allele, has been linked to lower dopamine reception efficiency, Bakermans-Kranenburg and van Ijzendoorn (2006) predicted—and found—that this allele moderated the association between parental insensitivity and externalizing problems. Children with the 7-repeat *DRD4* allele who experienced insensitive mothering displayed more externalizing behaviors than did children without the *DRD4* 7-repeat (irrespective of maternal sensitivity), whereas children with the 7-repeat *DRD4* allele who were reared by sensitive mothers showed the lowest levels of externalizing problem behavior. Such results suggest that conceptualizing the 7-repeat *DRD4* allele exclusively in risk-factor terms is misguided, as this variant of the gene seems to heighten susceptibility to a wide variety of environments (Bakermans-Kranenburg & van Ijzendoorn, 2007), with supportive and risky contexts promoting positive and negative outcomes, respectively.

The same may be true of alleles that are linked with high and low monoamine oxidase A activity and found to moderate the effect of child maltreatment on antisocial behavior in adulthood. What is perhaps not fully appreciated in the widely cited and ground breaking Gene  $\times$  Environment ( $G \times E$ ) interaction research of Caspi et al. (2002, see Fig. 1) is that not only were those with alleles associated with low monoamine oxidase A activity proven to be most antisocial if they experienced maltreatment, but they also manifested the lowest levels of antisocial behavior when not exposed to maltreatment while growing up.

Even more compelling in this regard is recent work linking recent life events and/or childrearing history (retrospectively reported) with depression. In results that were consistent with other research by Caspi et al. (2003), Taylor et al. (2006) found that university students homozygous for short alleles (*s/s*) of the serotonin transporter gene polymorphism manifested greater depressive symptomatology when exposed to early or recent adversity than did individuals with other allelic variants. Just as important, however, individuals with seemingly vulnerable *s/s* genotypes exhibited significantly less depressive symptomatology when they experienced a supportive early environment or recent positive experiences than did those with other genotypes. Such evidence agrees with results from Wilhelm et al.’s (2006)

research, in which they linked the number of adverse life events in a 5-year period with probability of lifetime major depression: Even though *s/s* individuals manifested the highest probability of depression when adverse life events were high (i.e., > 3), they had the lowest probability when not exposed to such events.

The molecular genetic findings just considered most certainly raise the prospect that plasticity is a function of nature more than nurture. Supporting this view is extensive evidence that measured plasticity is heritable in many species (Bashey, 2006; Pigliucci, 2007) and that it may function as a selectable character in and of itself (Sinn, Gosling, & Moltschaniwskyj, 2007). There is also data showing that some of the very behavioral and physiological factors highlighted above as moderators of environmental influences and thus markers of plasticity—infant negative emotionality (Auerbach, Faroy, Ebstein, Kahana, & Levine, 2001) and hypothalamic–pituitary–adrenal axis reactivity (Gotlib, Joormann, Minor, & Hallmayer, 2008)—are themselves related to at least one of the genotypes associated with heightened susceptibility to rearing: the *s/s* allele of the serotonin transporter promoter polymorphism. This raises the following, unanswered question regarding research highlighting differential susceptibility to rearing influence: Are investigations that show some children to be more susceptible to environmental influences than others for temperamental, physiological, or genetic reasons identifying the same highly malleable individuals using different plasticity markers? To answer this question, it will be necessary to measure all three kinds of plasticity indicators in the same investigation, thereby affording determination of whether they are correlated and whether they redundantly—or uniquely and independently—moderate environmental influences on development.

### THE “NURTURE” OF PLASTICITY

Despite evidence suggesting that plasticity may be a function of genetics rather than experience, a growing body of theory and evidence raises the prospect that plasticity may be a function of nurture as well as nature (Boyce & Ellis, 2005). Indeed, there is now extensive work showing that very early experiences occurring in the womb can affect later development, most notably disease susceptibility (i.e., metabolic diseases) in middle age (Gluckman & Hanson, 2005). Of particular interest to psychologists, though, will be evidence documenting adverse effects of negative fetal experiences on problem behavior in childhood. For example, maternal anxiety during late pregnancy predicts behavioral–emotional problems at age 7, even with postnatal anxiety and depression controlled (Huizink, de Medina, Mulder, Visser, & Buitelaar, 2002; see also O'Connor, Heron, Golding, Beveridge, & Glover, 2002; O'Connor, Heron, Golding, & Glover, 2003).

Even more central to our argument that much remains to be learned about plasticity in early human development is the evidence that such “fetal programming” may shape several of

the very susceptibility factors mentioned above. Consider in this regard research showing (a) that maternal stress during pregnancy predicts difficult temperament at 3 months of age (Huizink et al., 2002) and emotional reactivity to novelty in 4-month-olds (Möhler, Parzer, Brunner, Wiebel, & Resch, 2006), (b) that prenatal maternal depression and elevated cortisol levels in late pregnancy predict negative reactivity at age 2 (Davis et al., 2007), and (c) that maternal prenatal anxiety predicts awakening cortisol in 10-year-olds (O'Connor et al., 2005).

On one hand, such data suggest that, in addition to genetics, very early experience—in the womb—may shape plasticity, as these outcomes are among the very characteristics found in work cited above to demarcate heightened susceptibility to environmental influences. Just as important, this reinterpretation of putatively negative effects of prenatal stress raises fundamental questions about the problem-focused perspective that pervades virtually all research and theory on prenatal programming: Is it the case that prenatal stressors compromise later development, as prevailing thinking presumes, or do these prenatal experiences promote plasticity and thus the organism's openness to future experiential inputs, be they positive or negative? That is, is there fetal programming of postnatal programming? Oberlander et al.'s (2008) recent epigenetic findings showing that maternal depressed mood in pregnancy predicts increased methylation of the human glucocorticoid receptor gene (*NR3C1*, measured in neonatal cord blood), which itself forecasts elevated cortisol stress reactivity at 3 months of age, illuminates at least one biological mechanism that may be central to such fetal programming of postnatal plasticity. Also, recall that cortisol reactivity may well demarcate heightened susceptibility to rearing influences.

Before concluding on the basis of fetal programming research that plasticity is a function of experience as much as a function of genetics, we should not lose sight of the fact that the  $G \times E$  interaction may characterize the fetal programming process (Gluckman & Hanson, 2005). This raises the following unanswered question: Are some fetuses more susceptible to fetal programming than others, for genetic reasons? If they are—and as of yet we simply do not know—it would suggest that plasticity is a function not just of nature or nurture, but that some individuals may be more likely than others to be affected by experience, most notably perhaps, fetal experience, in ways that subsequently affect whether or to what degree they will be influenced by the postnatal world they encounter. By incorporating molecular-genetic measurements into fetal programming studies, it should prove possible to illuminate the issue of the  $G \times E$  interaction in this fast developing arena of inquiry.

### CONCLUSION

The very possibility that individuals may either vary in their plasticity for genetic reasons or that they may vary in the degree

to which their plasticity is subject to fetal programming for genetic reasons raises even more interesting issues, especially those pertaining to population genetics that also merit investigation: Do populations differ in the degree to which children are malleable? If we consider for a moment the fact that selection for plasticity only makes evolutionary sense if what happens at one point in time is systematically related to what happens at a later point in time—because there would be no fitness payoff adjusting future functioning based on early-life experience if the future was not systematically related to the past—the possibility emerges that human populations may vary in the degree to which children are malleable. Future research can thus address whether in ecological niches in which the present and future are (or have been) more related, the payoff for plasticity could well be greater, with greater selection for plasticity in human populations.

Three observations seem noteworthy in this context. First, the 7R-DRD4 allele discussed above as a possible plasticity marker not only recently emerged in human populations (~40,000 years ago), but varies substantially across them, having an extremely low incidence in Asia yet a high frequency in the Americas (Ding et al., 2002); intriguingly, the reverse is true of another possible “plasticity gene”: the s/s allele of 5-HTTP (Kim et al., 2007). Second, one wild bird population shows evidence that selection favoring individuals who are highly plastic with regard to the timing of reproduction has intensified over the past three decades, perhaps in response to climate change causing a mismatch between the breeding times of the birds and their caterpillar prey (Nussey, Postma, Gienapp, & Visser, 2005). Finally, Suomi (2006) has observed that only two species of primates, humans and rhesus macaques, fill diverse ecological niches around the world and that the presence of the 5-HTTP short (plasticity?) allele in some individuals distinguishes these two “weed species” from all other primates.

Whether it makes sense to conceptualize the 5-HTTP short allele or the 7R-DRD4 allele as plasticity genes, or whether human populations vary in the degree to which children are malleable, either as a result of the presence of these alleles or some other characteristics, remain to be determined. The same is true with regard to whether unborn children vary for genetic reasons in their susceptibility to fetal programming with respect to plasticity in response to developmental experiences after birth. The bottom line is that we do not know how much of plasticity in early development is a function of nature or nurture.

One thing should be clear, though, given what has already been said about the study of resilience on the one hand and of fetal programming on the other and thus about so much of developmental psychology: So long as disproportionate emphasis is placed on the adverse effects of negative experience on problems in development, we risk misunderstanding the process of human development. If the very children found to be especially vulnerable to adversity are also, as theory and evidence is beginning to suggest, disproportionately susceptible to the

beneficial effects of positive experiences, then focusing principally on the former could obscure as much as it illuminates the nature of human plasticity. And if prenatal stress does not just foster difficult temperament or physiological reactivity or even behavior problems, but regulates susceptibility to postnatal experience (i.e., plasticity), perhaps via methylation-related epigenetic means, then our obsession with disturbances in development will lead us to misconstrue how development operates. Each of these errors based on an all-too-great emphasis in psychology on poor mental health and problems in development would affect not just how we think about and study human development, but how we seek to promote it. And that is because knowledge of plasticity should pave the way for the most effective interventions, be they seeking to prevent problems before they develop, remediate them once they have emerged, or promote well-being without concern for developmental risks.

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# Foundations of Social Policy

Social Justice in Human Perspective



*Brooks/Cole Empowerment Series*

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# Kim M. Kaczmarowski

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## Summary of Qualifications

Accomplished professional with a background in post-secondary instruction, academic advisement, and counseling. Superior communication skills, easily interacts with community professionals, clients, and students. Proficient in multiple computer operations.

## Education

### **Master of Social Work, 1999**

University of Wisconsin, Milwaukee, WI.

### **Bachelor of Arts in Psychology, Minor in Education & Broad Field Social Sciences, 1997**

St. Norbert College, De Pere, WI.

## **Professional Certifications**

- Certificate in Marriage and Family Therapy, August 1999
- Divorce Mediator, June, 2004
- Accelerated Learning Instructor, August, 2004
- Wisconsin Approved Provider Status (3000 hours), October, 2004
- Social Work Certification, March, 2005
- WTCSB Provisional Certification, March, 2007

## **Other Training**

- Flexnet Online Instruction Training Program, January, 2005
- Critical Thinking Workshop, January, 2005
- APA Workshop, March, 2005
- Instructional Strategies Workshop, April, 2005
- Emotional Intelligence Workshop, April, 2006
- Teaching Methods, August, 2006
- Curriculum and Course Construction (WIDS), December, 2006
- Blackboard Basics, April, 2007
- Teaching Online, Part 1, December, 2007
- Teaching Online, Part 2, May, 2008

## **Courses Taught**

- Social Welfare Policy and Services, *St. Norbert College*
- Social Work Practice with Communities and Organizations, *St. Norbert College*
- Human Services Internship, *St. Norbert College*
- Introduction to Sociology, *Chippewa Valley Technical College*
- Introduction to Psychology, *Chippewa Valley Technical College, University of Phoenix*
- Abnormal Psychology, *Chippewa Valley Technical College*
- Race, Ethnic, and Diversity Studies, *Chippewa Valley Technical College*
- Communication Skills for Career Growth, *University of Phoenix*
- Skills for Professional Development, *University of Phoenix*
- Teamwork, Collaboration, and Conflict Resolution, *University of Phoenix*
- Introduction to Popular American Culture, *University of Phoenix*
- Psychology of Personality, *University of Phoenix*
- Organizational Psychology, *University of Phoenix*
- Human Motivation, *University of Phoenix*
- Cultural Diversity, *University of Phoenix*

Professional Experience

**Instructor and Director of the Human Services Concentration/Minor** 2008 - present  
*St. Norbert College, De Pere, WI*

- Provide instruction in undergraduate Social Work courses.
- Direct program implementation to ensure compliance with Wisconsin State Statutes for Social Work education.
- Advise current and prospective students.
- Coordinate all aspects of student internship placement and supervise ongoing student internships.
- Complete all administrative tasks of the program.

**Behavioral Science & Civic Effectiveness Instructor** 2006 - 2008  
*Chippewa Valley Technical College, Eau Claire, WI*

- Provided group instruction in Behavioral Science undergraduate courses, including Introduction to Psychology, Introduction to Sociology, Abnormal Psychology, and Race, Ethnic, and Diversity Studies.
- Developed curriculum utilizing various delivery methods, including face to face, online, and ITV formats.
- Coordinated the delivery of Youth Options courses with CESA and eight area high schools.
- Monitored student progress and assess student performance.
- Advised students in academic procedures.
- Served as a member of the CVTC E-learning committee.

**Community Support Worker** 2003 - 2006  
*Oconto County Department of Human Services, Oconto, WI*

- Provided ongoing supportive services to a caseload of clients.
- Mediated custody disputes between parents involved in family court.
- Coordinated and monitored an array of services.
- Provided case management, counseling, and crisis intervention.
- Partnered with the Division of Vocational Rehabilitation to provide career and vocational counseling.

**Program Coordinator** 2000 - 2002  
*Northwest Counseling & Guidance Clinic- Green Bay Day Treatment, Green Bay, WI*

- Supervised program staff and student interns.
- Served as liaison to professionals at seven area school districts.
- Developed and supervised a BSW field instruction program in cooperation with UWGB.
- Lead recruitment efforts for potential students.
- Ensured program compliance with Wisconsin State Statutes.
- Served on a multidisciplinary team.

**Counselor** 1999 - 2000  
*Utech Counseling & Consulting, De Pere, WI*

- Counseled youth and families.
- Coordinated treatment with other organizations involved with the client system.
- Promoted programs to external agencies.
- Served as member of various advisory boards.
- Conducted community seminars.

**Graduate Student Advisor** 1998 - 1999  
*University of Wisconsin School of Social Welfare, Milwaukee, WI*

- Advised students in academic procedures, such as course sequencing, registration, and program admission.
- Served as liaison between students, academic faculty, and other university departments.
- Presented at recruitment lunches.
- Participated in new student orientations.

**Master of Social Work Network Coordinator** 1998 - 1999  
*University of Wisconsin School of Social Welfare, Milwaukee, WI*

- Worked with a team to plan and coordinate professional presentations and seminars for MSW students.
- Collaborated with Alumni Board to organize presentation schedule and select speakers.

**Other Experience**

**Associate Faculty, Contracted** 2004 - Present  
*University of Phoenix, Appleton, WI*

**Medical Social Worker** 2008 - 2009  
*Heartland Hospice, Green Bay, WI*

**Contract Social Worker** 2005 - 2006  
*Adoption Services, Inc., Appleton, WI*

**Field Instructor** 2000 - 2002  
*University of Wisconsin-Green Bay, Green Bay, WI*

**Computer Experience**

- Microsoft Office, including Live Meeting, Word, Excel, Outlook, Access, Internet Explorer, and PowerPoint
- Moodle
- Outlook Web Access (OWA)
- Blackboard Academic Suite
- Computer Programming in Pascal and Basic Computer Languages

**State of Wisconsin  
Department of Safety and Professional Services**

**AGENDA REQUEST FORM**

Name and Title of Person Submitting the Request: Jill M. Remy, Program Manager		Date When Request Submitted: 4/27/2012
Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before meeting for all other boards</li> </ul>		
Name of Board, Committee, Council: Social Worker Section		
Board Meeting Date: 5-17-2012	Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How should the item be titled on the agenda page UW-Platteville Social Worker Training Certificate – Amended Syllabus for PSYCH 4930
Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	Is an appearance before the Board being scheduled? If yes, by whom? <input type="checkbox"/>  <input checked="" type="checkbox"/> No	Name of Case Advisor(s), if required:
Describe the issue and action the Board should address: Review and make motion to approve or deny UW-Platteville social worker training certificate amended syllabus for PSYCH 4930.		
If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:		
<b>Directions for including supporting documents:</b> <ol style="list-style-type: none"> <li>1. This form should be attached to any documents submitted to the agenda.</li> <li>2. Documents submitted to the agenda must be single-sided.</li> <li>3. Only copies of the original document will be accepted.</li> <li>4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting.</li> </ol>		
<b>Authorization:</b>		
Jill M. Remy	4/27/2012	
Signature of person making this request	Date	
Supervisor signature (if required)	Date	
Bureau Director signature (indicates approval to add late items to agenda)	Date	

## Remy, Jill M - DSPTS

---

**From:** Williams, Dan - DSPTS  
**Sent:** Monday, April 16, 2012 9:53 AM  
**To:** Remy, Jill M - DSPTS  
**Subject:** FW: UW-Platteville SWTC Materials  
**Attachments:** Ammended Syll PSYCH 4930 - Methods I.docx

-----Original Message-----

**From:** Joan E Riedle [<mailto:riedlej@uwplatt.edu>]  
**Sent:** Friday, April 13, 2012 10:23 AM  
**To:** Williams, Dan - DSPTS  
**Cc:** Elizabeth Gates; Thomas E Caywood; Joan E Riedle  
**Subject:** UW-Platteville SWTC Materials

Mr. Williams,

Attached is the amended syllabus for PSYCH 4930. The only change in the syllabus is that the list of instructors is expanded to include the names of all instructors approved to teach the course for our SWTC students. The SW Section requested this change.

I'm afraid I did not do the best of jobs on our paperwork.

- At the meeting, our Criminal Justice representative caught that I had one of their course numbers wrong on my cover sheet, while their syllabus was correct. Further, my incorrect number had been listed on the agenda; the committee chairperson noted that correction.
- In addition, the title of PSYCH 4950 has been updated at UW-Platteville and I missed that correction. Again, the committee chairperson noted that correction.
- It has since come to my awareness that the departmental abbreviations used by our Registrar's Office on transcripts are different than the one's we routinely use on our own materials. I'm guessing that the Section would like to have the abbreviations included on your official list of approved courses match the abbreviations on the transcripts.

When you put all of those corrections together, the courses approved by the Section on 4/11/2012 include:

CRIMLJUS 4530 Social Welfare Policy  
CRIMLJUS 4540 Social Work Practice with Communities, Organizations, and Social Institutions  
PSYCHLGY 2930 Human Behavior in the Social Environment PSYCHLGY 4930 Techniques of Counseling  
PSYCHLGY 4950 Social Work Practice with Groups and Families

Thanks for your help. With those exceptions, things went very smoothly!

Joan E. Riedle  
Professor  
Department of Psychology  
University of Wisconsin-Platteville  
(608) 342-1763



UNIVERSITY OF WISCONSIN  
**PLATTEVILLE**  
PSYCHOLOGY DEPARTMENT

Techniques of Counseling  
Fall 2011: PY 4930

Instructors: Marc K. Wruble, Ph.D.; Elizabeth Gates, Ph.D.; Mark Hopper, Ph.D.

Office: 226 Warner

Phone: 342-1768

e-mail: wruble@uwplatt.edu

Office Hours:

MWF: 9-10 and 12-2

Tue and Thurs. 1-2 and by appointment

**Required Text:**

Ivey, A. E. and Ivey, M. B. (2007). Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society (6<sup>th</sup> ed.)

Belmont, CA: Thomson Brooks/Cole.

**Additional Sources:**

Kirst-Ashman, K. K. & Hull, G. H. Jr. (2009). Understanding Generalist Practice, 5<sup>th</sup> edition. Thomson Learning Brooks/Cole Publishing.

Zastrow, C. H. (2010). The practice of social work: A comprehensive work text. Belmont, CA: Brooks/Cole

National Association of Social Workers Standards for Cultural Competence in Social Work Practice  
Assigned readings in the course syllabus are available as reserve readings in Karrman Library. Additional reading assignments will be assigned by the instructor as needed.

**Course Description:**

This course presents an overview of the background, issues, principles, theories, methods, and ethics, involved in the understanding and practice of counseling and social work. This course will provide inquiry into both the content and process of counseling/social work through lecture, class discussion, group activities, role-plays, and other media. The course is designed to facilitate development in what Socrates termed the "examined life" by appreciating the importance of the personal insight and social awareness that comes from a liberal arts and sciences education. This course is designed to teach introductory microcounseling skills, such as active listening, interviewing, and attending skills. Students will not be considered trained counselors or therapists upon completion of this course.

**Course Requirements:**

- 1.) **Attendance and Participation (100 pts.):** The format of this class is intended to allow students to participate in class discussion and didactic activities. Healthy and therapeutic interpersonal relationships require sharing, listening, taking reasonable risks, and joining in the process. Consequently, student attendance and participation is crucial.
- 2.) **Optional Topic Paper (100 points):** Students may choose to write a term paper on a relevant topic of his or her choosing, and then submit the proposal to the instructor by the date listed in the syllabus. The paper may be used to replace the lowest test grade. All students, even graduating seniors, must take the final examination.

Each position paper should be approximately 8-10 double-spaced, typed pages. Each paper should have a thesis statement, a body of research-based text that critically evaluates the thesis, a summary and a conclusion. The paper should be written in the format according to the APA Publication Manual (6th edition).

- 3.) **Exams ( 4 @ 100 pts.each):** There will be four examinations during the course of the semester. Exams may include multiple choice, short answer, and essay questions which will cover material from the text, assigned readings, classroom discussions, and other materials presented in class.
- 4.) **“Making a difference” assignment (100 points):** Each student is responsible for developing a project that facilitates the personal adjustment and development of another person. The project will apply social work/counseling principles and techniques. The instructor will help to provide students with potential appropriate placements. Each student is required to make a portfolio including the goals, objectives, and outcomes for the project.
- 5.) **Class journal (100 pts):** Each student is required to keep a daily journal of their assignments, and of their thoughts, feelings, and behavior in reaction to the information and exercises from class.

**Student Learning Objectives:**

Coursework shall prepare students to do all of the following:

- a. Use empathy and other interpersonal skills with clients.
- b. Develop with the client a mutually agreed upon focus of work and desired outcomes.
- c. Collect, organize, and interpret client data.
- d. Develop mutually agreed upon intervention goals and objectives.
- e. Select appropriate intervention strategies.
- f. Help clients resolve problems.
- g. Facilitate transitions and endings.
- h. Critically analyze, monitor, and evaluate interventions.

**Grading:**

Grading for this class will be as follows:

Attendance & Participation	100
Optional Topic Paper	(100) points
Making a difference	100 points
Journal	100
Exams (4 @ 100 points each)	400 points
	700 Total

**Grading Scale:**

A	100 - 94 %
A-	93-90%
B+	89-87%
B	86 -84%
B-	83-80%
C+	79-77%
C	76 -74%
C-	73-70%
D+	69-67%
D	66 -64%
D-	63-60
F	≤59

It is the student’s responsibility to discuss his/her grade with the instructor at the earliest possible date at which the student becomes aware that it is less than acceptable to him/her.

**Academic Honesty**

Academic dishonesty is defined as claiming another person's work as one's own. The University of Wisconsin-Platteville is very clear about its intolerance of academic dishonesty. I share that intolerance. I expect that students will support each other, but ultimately each student alone is responsible for his/her own work. Infractions will be subject to penalty and will be promptly reported to the Dean of the College.

**Policy on late assignments and make-up tests:**

All assignments are due at the **BEGINNING** of class. Assignments turned in after this time will receive a 10% reduction in points for each day that it is late.

Make-up examinations will be permitted only if the student has contacted the instructor at least 48 hours before the scheduled examination and has received permission for an excused absence. An unexcused absence from an examination will be treated as an "F" with the student receiving zero (0) points.

**Disclaimer and Policy on Confidentiality:**

The nature of this course often facilitates self-disclosures. Self-disclosure in this course is considered optional not mandatory. Every effort will be made to insure confidentiality. However, because confidentiality cannot be guaranteed it is recommended that students disclose at whatever level he/she feels comfortable given this understanding.

**Policy on Common Courtesies:**

Students are prohibited from using computers or electronic communication/storage devices during class time and examinations. Please turn off all electronic communication devices (cell phones, pagers, PDA's, etc.) prior to attending class. Failure to do so may result in dismissal from class and a reduction in the student's course grade.

Students who are using a computer or electronic communication device during class time will be asked to promptly turn off the device. If the student refuses to turn off the device promptly, the campus police will be notified and asked to manage the situation. The student may be removed from class and may receive legal charges and a ticket. The student may also be reported to the student discipline committee.

**Accommodations for Students with Disabilities:**

Any student who may need accommodation due to a disability is encouraged to see me during my office hours. A VISA from Services for Students with Disabilities authorizing your accommodations is needed in order to receive any accommodations.

**Tentative Course Schedule**

**Week 1:**

Introduction/Rapport Building, Building Competency in interviewing and counseling  
Overview of Counseling and Social Work Values. Purposes, Focus and Roles  
Reading: Ivey Text pp. 2-7  
Zastrow, Social Work Values (Chapter 2)

**Week 2:**

Intentional Interviewing and Counseling  
Generalist Approach to Social Work Practice  
Reading:  
Text Chapter 1  
Zastrow, Overview of Social Work Practice (Chapter 1)

**Week 3:**

Sept 22. **Proposals due for optional topic paper and making a difference project**

Ethics, Multicultural Competence, and Wellness  
NASW and APA Ethics Codes  
National Association of Social Workers Standards for Cultural Competence in Social Work Practice

Oppression and Empowerment

Reading: Chapter 2

Assignment: Film Critique of Emmanuel's Gift or God Grew Tired of Us  
Social Work Guest Lecturer

Week 4:

Attending Behavior: Basic to Communication  
Taking Care of Self

Reading:

Text Chapter 3

Zastrow, C. H. Surviving and enjoying social work. (Chapter 14)

Test 1: Oct. 4

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Week 5

Goal setting and Contracting, Critical Thinking  
Strength-based Assessment  
Zastrow, C.H. Components on an Assessment (Chapter 3)

Readings:

Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm.  
Families in Society, 82, 233-242.

Egan, G. (2007). Stage II: Help clients set viable goals. The Skilled Helper: A problem-management and opportunity-development approach to helping. 8<sup>th</sup> Edition. Belmont, CA: Thomson Brooks/Cole.

Week 6:

Questions: Opening Communication  
Text: Chapter 4

Week 7:

Observation Skills  
Text: Chapter 5  
Zastrow, C. H. Social Work with Individuals: Counseling (Chapter 5)

Week 8:

Encouraging, paraphrasing, and summarizing: The skills of active listening  
Reading: Chapter 6

Week 9:

Test 2: Nov. 1

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Observing and reflecting Feelings: A Foundation of Client Experience

Reading:

Text Chapter 7

Week 10: Integrating Listening Skills: How to conduct a Well-Formed Interview

Reading:

Text Chapter 8

Zastrow, C. H. Social Work with Individuals: Interviewing (Chapter 4)

Week 11: The skills of confrontation: Supporting while challenging

Readings: Text Chapter 9

**Nov. 22: Optional Topic Paper Due regardless of whether you will be in class that day**

Week 12:

Test 3: Nov. 29

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Focusing the interview: Exploring the story from multiple perspectives

Eliciting and Reflecting Meaning: Helping Clients Explore Values and Beliefs

Reading: Chapter 11

Zastrow, C.H. Social Work Practice with Diverse Groups (Chapter 12)

Week 13:

Influencing skills: Six strategies for Change

Readings:

Text: Chapter 12

Week 14:

Skill Integration: Putting it all together

Termination

Text: Chapter 13

**Dec. 8: Making a Difference projects due**

**Dec 15: Journals Due**

Week 15:

Final Exam

Dec 23 (Friday), 3-4:52 P.M.

**Caveat:**

**The policies, procedures, and course outline contained in this syllabus are tentative and subject to change given notification. The instructor reserves the right to change any aspect of this syllabus at any time. Changes in the course outline will be made by a simple verbal announcement during class.**

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**State of Wisconsin  
Department of Safety and Professional Services**

**AGENDA REQUEST FORM**

Name and Title of Person Submitting the Request: Jill M. Remy, Program Manager		Date When Request Submitted: 4/27/2012	
		Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before meeting for all other boards</li> </ul>	
Name of Board, Committee, Council: Social Worker Section			
Board Meeting Date: 5-17-2012	Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How should the item be titled on the agenda page UW-Stout Social Worker Training Certificate Program	
Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	Is an appearance before the Board being scheduled? If yes, by whom?  <input type="checkbox"/>  <input checked="" type="checkbox"/> No	Name of Case Advisor(s), if required:	
Describe the issue and action the Board should address: Review and make motions to approve or deny the following: <ol style="list-style-type: none"> <li>1) UW-Stout SWTC program plan;</li> <li>2) Documentation of how SWTC courses fit into UW-Stout program;</li> <li>3) Syllabus for UW-Stout SOCWK 450, Social Work Methods III: Macro Practice;</li> <li>4) Correction to title of UW-Stout course, SOCWK 440, Social Work with Groups and Families; and</li> <li>5) Revised UW-Stout Social Work Concentration for B.S. Vocational Rehabilitation.</li> </ol>			
If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:			
<u>Directions for including supporting documents:</u> <ol style="list-style-type: none"> <li>1. This form should be attached to any documents submitted to the agenda.</li> <li>2. Documents submitted to the agenda must be single-sided.</li> <li>3. Only copies of the original document will be accepted.</li> <li>4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting.</li> </ol>			
<b>Authorization:</b>			
Jill M. Remy		4/27/2012	
Signature of person making this request		Date	
Supervisor signature (if required)		Date	
Bureau Director signature (indicates approval to add late items to agenda)		Date	

## Remy, Jill M - DSPS

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**From:** Barnett, Amanda [barnetta@uwstout.edu]  
**Sent:** Thursday, April 26, 2012 8:45 AM  
**To:** Remy, Jill M - DSPS  
**Cc:** Pamperin, Bruce; MDan1.Williams@wisconsin.gov; Salt, Robert  
**Subject:** UW-Stout HDFS Program Renewal  
**Attachments:** HDFS Program Plan Sheet.rtf; HDFS Popular Concentration Options.doc

**Importance:** High

Dear Jill,

In addition to Bruce Pamperin's revised SOCWK 450 course, I am also submitting two documents requested by the board. The first is our program plan; the second is documentation of how the courses for the Social Work Training Certificate fit into our program. HDFS students take the 5 Social Work courses and an 8-credit practicum (408 hours) as part of their concentration requirement.

I would also like to remind the board that we require a minimum of 2.50 GPA in our major core courses, otherwise students are not able to complete their practicum/internship and graduate.

Please let me know if any additional information is needed from our program at this time.

Amanda

Amanda E. Barnett, PhD  
Program Director  
Human Development and Family Studies  
University of Wisconsin-Stout  
122 Heritage Hall  
Menomonie, WI 54751  
Office: 715.232.1115

"You must do the thing you think you cannot do." --Eleanor Roosevelt

## POPULAR OPTIONS AS PART OF HDFS CONCENTRATION

**HDFS Student-Designed Concentration (18 credits):** The student-designed concentration allows you to focus your coursework towards a particular career path. Popular options within concentration include:

### Wisconsin Social Work Training Certificate:

As this certificate is granted by the Wisconsin Department of Regulation and Licensing, you should refer to the following website ([http://drl.wi.gov/profession\\_list.asp?locid=0](http://drl.wi.gov/profession_list.asp?locid=0)) for the requirements and application process for the Wisconsin Social Work Training Certificate.

Take: SOCWK-205 Introduction to Social Work And Social Welfare Policy	3 credits (offered only in Spring)
SOCWK-420 Child and Family Agencies Human Behavior and the Social Environment	3 credits (offered only in Spring)
SOCWK-430 Social Casework	3 credits (offered only in Spring)
SOCWK-440 Social Work with Groups And Families	3 credits (offered only in Fall)
SOCWK-450 Social Work Methods III: Macro Practice	3 credits (offered only in Fall)

You also need to complete an 8-credit practicum (408 hours) supervised by a social worker who has a bachelor's or master's degree in social work. **Four** of these credits could be used in the concentration.

### Provisional Certified Family Educator:

As this certificate is granted by the National Council on Family Relations, you should refer to the following website ([www.ncfr.org/cert/index.asp](http://www.ncfr.org/cert/index.asp)) for the requirements and application process for the Provisional Certified Family Life Educator.

Take: HDFS-313	Parent Education	2 credits
FCSE-451	Family Life Ed programs	2 credits

Plus 14 credits from suggested lists.

Required courses for the Provisional Certified Family Life Educator require a "C" or better.

### Child Life Specialist:

Take: FN-207 Medical Terminology	1 credit
BIO-132 Human Biology <u>or</u>	4 credits
BIO-234 Physiology & Anatomy (preferred)	4 credits
HDFS-332 Death and Bereavement	3 credits

Additional concentration credits should be selected from the Course Suggestions - "Working with Children" beyond requirement sheets. You will also need to document a **minimum** of 50 hours of "work" with children in a non-medical setting and 50 hours of work with children in a

hospital setting prior to applying for a practicum. In addition to the HDFS practicum application process, you will need to apply to the hospital for a practicum at least six months prior to the actual practicum. Hospital settings will require over 400 hours for a practicum, therefore students may want to consider an 8-credit practicum. Hospital placements are competitive; students will need a cumulative GPA of over 3.0 and a strong background in working with children in a variety of settings (including a hospital).

**School Counseling:** - Preparation for M.S. degree

Check the document “Minimum Competency Course Requirements for Certification” on the Guidance and Counseling website:

<http://www.uwstout.edu/programs/msgc/>

**Gerontology Certificate:**

20 credits required (including HDFS-340 and BIO-125)

2 credits field experience and 12 credits from approved gerontology elective courses.

For more information about the gerontology certificate check:

<http://uwstout.edu/programs/sp/ge/>

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Total Credits for Graduation: 124

**Grade Point for Graduation: Minimum 2.5 in Major Studies - Minimum of 2.0 Overall**  
**HUMAN DEVELOPMENT AND FAMILY STUDIES**  
**Guide Sheet, June 2011 to June 2012**

	Credits			Credits	
<b>I. GENERAL EDUCATION COMPONENT</b>			<b>II. MAJOR STUDIES</b>		
<b>A. Communication Skills (8 credits)*</b>			<b>Human Development &amp; Family Studies</b>		
Select 8 credits from approved courses.					
ENGL-101 Freshman English: Composition <b>OR</b>	3		HDFS-101 Intro HDFS	1	
ENGL-111 Freshman English: Honors			HDFS-115 Individual and Family Relations**	3	
ENGL-102 Freshman English: Reading & Related Writing			HDFS-124 HD: Early Childhood**	3	
<b>OR</b>			HDFS-215 Dynamics of Family Development**	3	
ENGL-112 Freshman English: Honors	3		HDFS-225 Skill Training for Individual/Family Intervention**	3	
SPCOM-100 Fundamentals of Speech	2		HDFS-257 Lifespan Sexuality**	3	
<b>B. Analytical Reasoning (6 credits)*</b>			HDFS-270 Seminar in Self Growth	3	
_____			HDFS-325/525 HD: Mid Childhood/Adolescence**	3	
_____			HDFS-330/530 HD: Early/Middle Adulthood**	3	
<b>C. Health Enhancement and Physical Well-Being (2 credits)*</b>			HDFS-335/535 Seminar – Culturally Diverse Individuals and Families	2	
_____			HDFS-336/536 Experience: Developing Cultural Competence	2	
<b>D. Humanities and the Arts (9 credits)*</b>			HDFS-340/540 HD: Late Adulthood**	3	
Select 9 credits from 3 or more areas			HDFS-345/545 Family Health Care/Dilemmas and Decisions for Families	3	
_____			HDFS-360/560 Work and Family Issues**	3	
<b>E. Social/Behavioral Sciences (12 credits)*</b>			HDFS-365/565 Family Resource Management**	3	
<u>Required</u>			HDFS-420 Family Research & Methodology	3	
PSYC-110 General Psychology	3		HDFS-450/650 Family Policy**	3	
SOC-110 Introductory Sociology	3		HDFS-456 Abuse and the Family	3	
POLS-210 American Government	3		HDFS-490 Professional Issues**	2	
<i>Remaining 3 credits can be taken from anthropology, economics, geography, political science, psychology and sociology.</i>			HDFS-491 Practicum: HDFS (min. 4 credits)**	4	
_____					
<b>F. Natural Sciences (4 credits)*</b>			<b>TOTAL: 56 Credits</b>		
Select 4 credits, including a lab course					
_____					
<b>G. Technology (2 credits)*</b>					
_____					
<b>H. General Education Electives (2 credits)*</b>			<b>- Continued on Back -</b>		
_____					
<b>TOTAL: 45 Credits</b>					

\*MUST BE FROM APPROVED GENERAL EDUCATION LIST

\*\*Denotes courses needed to become a Certified Family Life Educator by the National Council on Family Relations (plus Parent Education & Family Life Education Programs). HDFS majors meet all of the University's Design for Diversity requirements through the courses required in the major.

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### III. MINOR, CERTIFICATION, OR STUDENT-DESIGNED CONCENTRATION

*18 credits required*

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1. Students may select an existing minor or certification/specialization (e.g., Gerontology Specialization). The following sites will link you to minors: [www.uwstout.edu/programs/minor.shtml](http://www.uwstout.edu/programs/minor.shtml) and specializations: [www.uwstout.edu/programs/spec.shtml](http://www.uwstout.edu/programs/spec.shtml).

OR

2. Students may choose a student-designed concentration and select **18 credits** in consultation with their advisor. Suggested courses for working with children, adolescents, adults, and families in a variety of settings may be found at: [www.uwstout.edu/programs/bshdfs/cs.html](http://www.uwstout.edu/programs/bshdfs/cs.html). These courses may be selected to fulfill the 18 credit requirement of the student-designed concentration.

**NOTE: AS PART OF YOUR CONCENTRATION**, you may wish to take coursework for:

The **Wisconsin Social Work Training Certificate** is highly recommended if considering working in a human services agency. Academic requirements may be found at: [www.uwstout.edu/programs/bshdfs/cs.html](http://www.uwstout.edu/programs/bshdfs/cs.html). For more information about the requirements for the Social Work Training Certificate as well as the application procedure, go to: <http://drl.wi.gov/profession.asp>.

Academic requirements for the **Provisional Certified Family Life Educator** may be found at: [www.uwstout.edu/programs/bshdfs/cs.html](http://www.uwstout.edu/programs/bshdfs/cs.html). For more information about the Provisional Certified Family Life Educator and for the application process, go to: [www.ncfr.org](http://www.ncfr.org).

**Graduate School.** University of Wisconsin-Stout graduate program requirements may be found at: [www.uwstout.edu/programs/grad.shtml](http://www.uwstout.edu/programs/grad.shtml).

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### IV. FREE ELECTIVES

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Students may select any additional 5 credits for degree completion.

#### TOTAL CREDITS REQUIRED FOR A BACHELOR OF SCIENCE DEGREE IN HUMAN DEVELOPMENT AND FAMILY STUDIES

GENERAL EDUCATION	45
MAJOR STUDIES	56
CONCENTRATION, MINOR OR CERTIFICATION	18
FREE ELECTIVES	5
<b>TOTAL</b>	<b>124</b>

## Remy, Jill M - DSPS

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**From:** Pamperin, Bruce [PamperinB@uwstout.edu]  
**Sent:** Wednesday, April 25, 2012 11:26 AM  
**To:** Remy, Jill M - DSPS  
**Subject:** FW: revised SOCWK450 (2nd rev)  
**Attachments:** SOCWK 450 Macro Practice Fall 2012.docx; SOCWK 450 Macro Practice Fall 2012.pdf

Hi Jill,

This is the Social Work Macro Practice course.

Regards,

Bruce

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**Syllabus – Social Work Methods III: Macro Practice**  
**SOCWK 450, 3 Credits**  
Fall 2012

Instructor: Bruce Pamperin, Ph.D.  
Office: 308 Harvey Hall  
Phone: 235-2494  
E-mail: [PamperinB@uwstout.edu](mailto:PamperinB@uwstout.edu)  
Office hours: TBA

**Required Text**

- Social Work Macro Practice, F. Ellen Netting, Peter M. Kettner, Steven L. McMurtry, M. Lori Thomas, Pearson Press 2012, 5/e
- National Association of Social Workers Code of Ethics
- Additional articles and websites will be on D2L

**Course Overview**

This macro social work methods course uses the generalist model for working with communities, organizations and social institutions, with an emphasis on system theory. Social change strategies to promote core social work values draw on social action, legislative policy, participatory democracy, advocacy and capacity development. Macro practice for social workers includes learning about organizations and communities and integrating program development, macro interventions, methods of evaluation, and problem solving to enhance human development in the context of social institutions. Throughout the course, social work core competencies are identified and applied.

**Course Objectives**

1. Understand the NASW Code of ethics, practice standards and their application in macro practice.
2. Understand and respect all forms of diversity: age, class, race/ethnicity, culture, disability, gender, sexual orientation, religion and national origin.
3. Understand the forms and social structures of oppression and discrimination and apply strategies of advocacy and social change creating individual and institutional economic social justice.
4. Understand the purpose and methods developed historically and currently in macro social work practice.
5. Apply the knowledge and skills of the social work generalist model of practice and understand/list/explain/incorporate the bio-psycho-social influences impacting macro practice.
6. Use theoretical paradigms supported by evidence-based practice in the context of communities, organizations and social institutions.

7. Understand and analyze key factors that influence social policies impacting communities and organizations.
8. Understand your own abilities and personal style in order to maximize the conscious use of self in working within a macro social work practice.
9. Understand and take advantage of social work supervision.
10. Understand and apply social work methods of advocacy.
11. Critical analysis of environmental conditions which promote positive conditions impacting macro practice.

### **Grading**

There will be four graded exams and one project report each worth 100 points. Your final grade will be the average of these five scores. The exams will be a combination of essay and objective questions.

All tests must be taken on the day given (a make-up requires prior approval). Only one make-up exam will be scheduled for the last class day before final exam week. Students needing test accommodations are to notify me the first week of class. I reserve the right to modify the course outline during the semester. Academic misconduct will follow policy rules.

### **Grading Scale**

A	100-97	C+	77-79
A-	90-96	C	74-76
B+	87-89	C-	70-73
B	84-88	D+	67-69
B-	80-83	D-	60-66
		F	59 and below

### **Project Paper**

The paper can be on one of these two topics, which are: 1) an organizational analysis or 2) a community analysis. The organizational analysis paper is an in-depth analysis of the history, mission, goals and current issues facing an organization. This can be either a government agency or private non-profit or for profit organization. Details about the requirements for this paper will include: funding, number of clients served, professional education requirements, and major forces influencing policies and programs. The second choice is a community analysis paper. The community is broadly defined including: space, people, interactions, and shared identity. This paper includes relevant social work scholarship about the community and research into the current issues facing the community and problem solving strategies. For example, the LGBT community, returning veterans, low income housing neighborhood or nursing home residents.

Details about the paper projects will be handed out in class and all projects need instructor approval.

**Assigned Readings:**

Unit One

An Introduction to Macro Practice in Social Work	Ch. 1
The Historical Roots of Macro Practice	Ch. 2
Understanding Community and Organizational Problems	Ch. 3

***Exam one DATE to be announced***

Unit Two

Understanding Populations	Ch. 4
Understanding Communities	Ch. 5
Assessing Communities	Ch. 6

***Exam two DATE to be announced***

Unit Three

Understanding Organizations	Ch. 7
Assessing Human Service Organizations	Ch. 8

***Exam three DATE to be announced***

Unit Four

Building Support for the Proposed Change	Ch. 9
Selecting Appropriate Strategies and Tactics	Ch. 10
Planning, Implementing, Monitoring, and Evaluating the Intervention	Ch. 11

***Exam four DATE to be announced***

***Project paper is due two weeks before final exam week.***

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## Remy, Jill M - DSPS

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**From:** Neitzel, Jan - DSPS  
**Sent:** Monday, April 16, 2012 10:51 AM  
**To:** Remy, Jill M - DSPS  
**Subject:** FW: Title correction for SW with Groups and Families  
**Attachments:** 440 fall 2011 syllabus.doc

-----Original Message-----

**From:** Pamperin, Bruce [<mailto:PamperinB@uwstout.edu>]  
**Sent:** Monday, April 16, 2012 10:46 AM  
**To:** Neitzel, Jan - DSPS  
**Subject:** RE: Title correction for SW with Groups and Families

Hi Jan,

This is the corrected title page for the Social Work 440 Groups and Families. The correction is Families in the title.

Please let me know that this worked for you or if you have anymore questions. I'm working on the Macro Course and should get it to you in about a week.

Later and thank you,  
Bruce Pamperin  
UW-Stout

**Syllabus**  
**Social Work with Groups and Families; SOCWK 440, 3 credits**  
**Fall 2011**

Bruce Pamperin, Ph.D.      Professor of Social Work and Sociology  
308 Harvey Hall            232-1508  
Office Hours:                Monday & Wednesday -10:00-11:00  
   Tuesday and Thursday 9:40-11:05; and by appointment  
Email:                            [pamperinb@uwstout.edu](mailto:pamperinb@uwstout.edu)

Texts: Ronald W. Toseland and Robert F. Rivas. An Introduction to Group Work Practice, 7<sup>th</sup> e, 2012.

Additional handouts and websites will be provided.

Course Overview

This generalist social work methods course with groups and communities will cover the history, contemporary theories, types of group work and community development, group dynamics, strategies in group process and development, ethical issues, group composition and evaluation.

Course Objectives

Upon completion of the course, students are expected to demonstrate through discussion, role-play, quizzes and written examinations knowledge of the:

- 1) historical and theoretical foundations of social work with groups and communities.
- 2) characteristics of task and treatment groups,
- 3) assessment, group process, dynamics and developmental stages,
- 4) ability to initiate, facilitate and terminate a group (assessment, intervention and evaluation)
- 5) ability to identify and describe the appropriateness of the differential use of group modalities for selected client populations,
- 6) ability to identify and describe individual traits that impede or facilitate the role of group worker and professional identity,
- 7) importance of worker self-differentiation as a critical factor in effective group leadership,
- 8) relationship between micro and macro practice; and
- 9) ethical conduct with groups and communities.
- 10) know and apply social work standards of practice and core competencies.

Grading

Your course grade will be based upon four exams, course participation and attendance. Grading will be based upon the following point distribution of total points divided by five. Students needing any approved accommodations must notify me. Attendance will be taken.

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Exam 4	100 points
Participation	100 points

Your final grade will be the average of these five measurements. Letter grades will be based upon the following average point distribution. All exams must be taken on the scheduled exam day. Exceptions to this will be very limited e.g., medical, death of immediate family member etc. Any approved make up exam (other than the final) will be taken on the last class day of the semester before finals week. This exception must be approved by the instructor. Testing accommodations for qualified students follow university policy.

A	100-97	C	74-76
A-	90-96	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	59 and below

Course Organization

T R = Toseland & Rivas

Introduction to group work and ethics	TR, Ch. 1; Appendixes A 1-3, NASW Code of Ethics, WI State Law
Historical Developments	TR, Ch. 2
Group Dynamics	TR, Ch. 3
<b>Exam 1, Monday, October 3</b>	
Leadership	TR, Ch. 4
Leadership and Diversity	TR, Ch. 5
Planning the Group	TR, Ch. 6
Beginning Stage	TR, Ch. 7
Assessment	TR, Ch. 8
Appendixes	A-3, section 2; B--D
<b>Exam 2, Friday, November 4</b>	
Treatment Groups	TR, Ch. 9 & 10
Task Groups	TR, Ch. 11 & 12
<b>Exam 3, Wednesday, November 30</b>	
Evaluation and Ending	TR, Ch. 13 & 14
Comprehensive	
<b>Final exam Monday, December 19 at 12:00-1:50</b>	

## Remy, Jill M - DSPS

---

**From:** Kleist, Kyle [kleistk@uwstout.edu]  
**Sent:** Thursday, April 26, 2012 8:29 AM  
**To:** Remy, Jill M - DSPS  
**Subject:** Vocational Rehabilitation Social Work Training Certificate  
**Attachments:** bsvr\_pp.pdf; Social Work concentration PPS Proposed 03.2012.doc

Hi Jill,

I was advised by Bruce Pamperin who teaches the Social Work courses at UW-Stout that you needed the revised Social Work concentration for the Vocational Rehabilitation program at UW-Stout. I've also included the overall Vocational Rehabilitation program plan sheet. Please let me know if you need additional information.

Thank you!

Kyle

Kyle A. Kleist, MS, CRC  
Undergraduate Program Director, BS Vocational Rehabilitation  
Department of Rehabilitation and Counseling  
250E Vocational Rehabilitation Building  
University of Wisconsin-Stout  
Menomonie, WI 54751-0790  
Email: [kleistk@uwstout.edu](mailto:kleistk@uwstout.edu)



**B.S. Vocational Rehabilitation  
Social Work Concentration**

**(Twenty-two credits are required to complete this concentration\*)**

Graduates with this concentration will be eligible for a Wisconsin Social Work Trainee license. The trainee license allows individuals to be employed in positions that require Social Work licensure while attaining the supervised experience necessary (400 hours) to be eligible to complete the Licensed Social Work Examination.

3.2012 Buff

REQUIRED CONCENTRATION COURSES (25 Credits)					
Prereq.	Course #	Course Name	Credits	Taken	Grade
SOC-110	SOCWK-205	Intro to Social Work	3		
SOC-110	SOCWK-420	Child and Family Agencies	3		
SOC-110	SOCWK-430	Social Casework Methods	3		
None	HDFS-255	Lifespan Human Development	3		
None	SOCWK-450	Methods III: Macro Practice	3		
None	HDFS-335	Culturally Distinct Child/Fam.	2		
None	REHAB-480	Advanced Rehab Practicum	6		
None	SOCWK-440	Social Work with Groups	3		

**\*A minimum grade of "C" is required in all concentrations.**

Student Signature

Date

Advisor Signature

Proposed 04.2012

**B.S. DEGREE IN VOCATIONAL REHABILITATION**

**Program Plan Sheet**

*Total credits required for graduation: 124*

*Special studies concentration\*: 22 credits*

*(must be approved by the end of the first semester of the junior year).*

*Students must comply with UW-Stout Ethnic & Global Studies Requirements*

<b>May 2004 ID#</b>		<b>Name:</b>		<b>Date:</b>	
<b>Date or Trans #</b>	<b>General Education Studies: 42 Credits</b> <small>NOTE: Courses taken must be from the Approved list of General Education Courses; the courses are listed in the current "Timetable".</small>	<b>GR</b>	<b>Date or Trans #</b>	<b>**Rehabilitation Studies: 55 Credits</b>	<b>GR</b>
<b>Communication Skills (8 credits)</b>			<b>Required Courses (34 credits):</b>		
	*ENGL-101 Freshman English Comp or	3	REHAB-101	Introduction to Rehab	3
	*ENGL-111 Freshman English-Honors I		REHAB-102	Community Resources	3
	*ENGL-102 Freshman English Read or	3	REHAB-205	Rehab Practicum	3
	*ENGL-112 Freshman English-Honors II		REHAB-230	Psy/Soc Aspects of Dis ES-C	3
	*SPCOM-100 Fundamentals Of Speech	2	REHAB-310	Vocational Evaluation	3
<b>Analytic Reasoning (6 credits)</b> <i>Any Approved analytic Reasoning Courses</i>			REHAB-401	Caseload Management	2
			REHAB-410	Placement	3
			REHAB-420	Psy Testing Excep Needs	3
			REHAB-470	Adjustment Services	3
			COUN-405	Intro to Basic Counseling Skills	3
			REHAB-X98	VR Field Experience	2
			BIO-220	Phys of Disability	3
<b>Health and Physical Education (2 credits):</b> approved H & PE course. Credits will not give general education credit.			<b>Rehabilitation Studies Selectives Select 21 Credits, including a minimum of two courses from Disability Selectives and two from Service Delivery</b>		
			<b>Disability Selectives</b>		
			REHAB-325	Rehab & Sensory Disability	3
			REHAB-320	Rehab & Chemical Depend	3
			REHAB-321	Rehab of the Public Offender	3
			REHAB-355	Rehab & the Older Worker OR	2 or 3
			COUN-494	Counseling Older Persons	
			REHAB-327	Psychiatric Rehab	3
			SPED-300	Intro to Cognitive Disability	3
			PSYC-361	Abnormal Psych	3
			SPED-430	Inclusion	3
			SPED-301	Learning Disability	3
			SCOUN-447	Behavioral Problems	2
			SOC-360	Soc Juvenile Del	3
			SPCOM-310	Intro. to Comm. Disorders	3
			REHAB-482	Sexuality & Disabilities	2
			REHAB-305	Sign Language I	3
			REHAB-306	Sign Language II	3
<b>Humanities and the Arts (9 credits)</b> (Approved Courses MUST be from 3 or more areas)			<b>Service Delivery Selectives</b>		
		3	REHAB-402	Mgmt of Non-Prof Org	3
		3	REHAB-350	Independent Living	2
		3	REHAB-360	Assistive Tech Ap Rehab	2
			REHAB-460	Rehab in Private Sector	3
			REHAB-461	Forencics for Human Service Prof	2
			REHAB-462	Disability Management	3
			SOCWK-205	Intro to Social Work	3
			SOCWK-420	Child & Family Agencies	3
			SOCWK-430	Social Casework Methods	3
			SPED-324	C&I Career/Trans	3
			REHAB-361	Micro-Comp App	2
			REHAB-488	Dev. Collaborative Partnerships	3
			REHAB-365	Lab in Rehab Tech	2
			REHAB-452	Group Processes	2
			REHAB-x99	Independent Study	1-3
			REHAB-483	Vocational Counseling Issues	2
			HDFS-225	Skill Training/Ind & Family Interven	3
			SOCWK-440	Social Work with Groups	3
			REHAB-480	Advanced Rehab Practicum	2
			PSYC-370	Interpersonal Effectiveness	2
<b>Social and Behavioral Sciences (9 credits)</b> <i>Approved course must be from 3 or more areas</i>					
	PSYC-110 General Psych and	3			
		3			
		3			
<b>Natural Sciences (4 credits):</b>					
	*BIO-132 Human Biology	4			
	Prerequisite for BIO-220 Phys Dis				
<b>Technology (2 credits)</b> <i>Any approved technology course</i>					
		2			
<b>General Education Electives (2 credits):</b>					
		2			
<b>Free Electives (5 credits)</b>					

\*Minimum grade of 2.0 is required. Course must be repeated if minimum grade is not earned.

\*\*Minimum grade of 2.0 is required in all Rehabilitation studies. Students must maintain a 2.5 GPA in the Rehabilitation Studies after 90 credits in order to continue in the major. See back for additional requirements.

## SPECIAL STUDIES CONCENTRATION\* OPTIONS

Students must select their concentration by the end of their junior year, including development and approval of an Individualized Concentration if that is the option chosen. **Students will not be able to register for second semester courses unless the approval form is completed and approved by the advisor and/or program director.** A minimum grade of "C" is required in all concentration courses.

Students may choose to complete a minor or specialization in place of a concentration. This choice must be communicated to and approved by the program Director before or by the end of the first semester of the students' junior year. Students will not be able to register for second semester courses unless this choice is indicated.

Each Special Studies Concentration uses the standard Undergraduate Vocational Rehabilitation Program Plan as a base with the exception of Special Education Certification, which involves changes in the base program; however, the total credits required for graduation are the same as the other concentration option (124 credits).

**Community-Based Rehabilitation** – Prepares specialists in community-based rehabilitation, e.g., supported employment, transitional employment, independent living support, and other community support services.

**Criminal Justice** – Prepares graduates to work in criminal justice positions such as probation and parole agents or probation and correctional treatment specialists.

**Independent Living Rehabilitation** – In-depth course work and experiences dealing with the critical issues confronting individuals with disabilities to help them live more independently.

**Psychiatric Rehabilitation** – Graduates with this concentration will most likely obtain employment in community-based rehabilitation programs or residential programs serving individuals with long-term mental illness.

**Recreational Rehabilitation** – Recreation and sports related courses for students interested in recreation for individuals with disabilities.

**Rehabilitation Counseling** – Guidance and counseling courses. For students interested in counseling positions in the rehabilitation field.

**Rehabilitation Technology** – Prepares specialists to work with rehabilitation engineers and other rehabilitation staff in applying new and existing technology to assist persons with disabilities in vocational and independent living situations.

**Social Work** – Graduates with this concentration will be eligible for a Wisconsin Social Work Trainee license. The trainee license allows individuals to be employed in positions that require Social Work licensure while attaining the supervised experience necessary (400 hours) to be eligible to complete the Licensed Social Work Examination.

**Special Education Certification** – Course work in teaching special needs students to prepare for adult life. Leads to certification to teach grades 6 – 12 or K – 12 cognitively disabled (severe and borderline) students.

### **Substance Abuse Counseling Concentration**

This concentration is a program approved by the Wisconsin Department of Regulation and Licensing as training that leads to Substance Abuse Counselor licensure in Wisconsin. Graduates complete state and national exams and the requisite 4,000 post-graduate supervised work hours for licensure. This degree counts as 1,000 of those supervised work hours. In addition to working in treatment programs, graduates with this concentration may work in a variety of criminal justice, residential or community based settings. Graduates may serve a specialized caseload or apply these skills with a more general population for individuals experiencing adjustment and chemical health concerns.

**Individualized Rehabilitation Concentration** – Limited to students whose educational goals cannot be met by available concentrations. Students who select this option must develop, with advice and consent of their faculty advisor, a list of 22 credits that have a cohesive and logical relationship to the rehabilitation field. Written rationale explaining their career goals and the list of courses selected must be signed by the students and their faculty advisor and be in the students' files by their junior year. This option is sometimes used by transfer students.

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**State of Wisconsin  
Department of Safety and Professional Services**

**AGENDA REQUEST FORM**

<b>Name and Title of Person Submitting the Request:</b> Jill M. Remy, Program Manager		<b>Date When Request Submitted:</b> 3/30/2012	
		Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before meeting for all other boards</li> </ul>	
<b>Name of Board, Committee, Council:</b> Social Worker Section			
<b>Board Meeting Date:</b> 5-17-2012	<b>Attachments:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>How should the item be titled on the agenda page</b> Upper Iowa University Social Worker Training Certificate Syllabi	
<b>Place Item in:</b> <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	<b>Is an appearance before the Board being scheduled? If yes, by whom?</b> <input type="checkbox"/>  <input checked="" type="checkbox"/> No	<b>Name of Case Advisor(s), if required:</b>	
<b>Describe the issue and action the Board should address:</b> Review and make motion to approve or deny Upper Iowa University social worker training certificate syllabi.			
<b>If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:</b>			
<b>Directions for including supporting documents:</b> 1. This form should be attached to any documents submitted to the agenda. 2. Documents submitted to the agenda must be single-sided. 3. Only copies of the original document will be accepted. 4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting.			
<b>Authorization:</b>			
Jill M. Remy		3/30/2012	
Signature of person making this request		Date	
Supervisor signature (if required)		Date	
Bureau Director signature (indicates approval to add late items to agenda)		Date	



UPPER IOWA UNIVERSITY

Established in 1857®

March 23, 2012

The Social Work Section  
Department of Safety and Professional Services

Dear Social Work Section Members:

Upper Iowa University requests continued approval to offer a human services major designed to meet one of the requirements of a Social Worker Training Certificate and to qualify graduates for the national Social Work examination. In 1997, UIU sought and received approval from the Wisconsin Department of Regulation and Licensing (now the Department of Safety and Professional Services) Social Work Section for this human services major and has been continuously approved since then to deliver the major. The major has successfully prepared students at UIU locations across the state of Wisconsin for service to Wisconsin residents.

In keeping with recent changes to Wisconsin's Administrative Code, UIU's Human Services program has changed significantly since its review and approval in 2010. Notable changes are: replacement of two methods course with three practice courses, each targeting a client group; addition of an introductory course; additional prerequisite courses for the practice courses; a new pre-internship assessment; a recommended maximum class size for the practice courses.

The UIU human services major meets requirements in MPSW 3.13 in the following ways:

- A minimum grade point average of 2.5 in the major is required.
- 39 of the 45 required semester credits in the major are from psychology or sociology and focus on developing skills for the helping professions.
- A five-course required "core" covers Social Work course equivalencies:
  - PSY/SOC 383, Human Behavior in the Social Behavior Environment
  - SOC 384, Social Welfare Programs and Policies
  - PSY/SOC 391, Social Work Practice I: Individuals
  - PSY/SOC 392, Social Work Practice II: Families and Groups
  - PSY/SOC 393, Social Work Practice III: Communities and Social Institutions
- A minimum grade of C is required in each of the core equivalency courses.
- Equivalency courses are taught by instructors who hold a master's degree or PhD in social work.
- An introductory human services course (PSY 221 *Intro to Human Services*) is required and must be completed to taking the series of practice courses.
- The following General Education courses are required: PSY 190 *General Psychology*, SOC 110 *Principles of Sociology*, SOC 240 *Diverse Cultures in America*, and MATH 220 *Elementary Statistics*.
- PSY 454, *Issues and Ethics in the Helping Professions*, is required.
- ID 498, *Senior Project*, is the capstone course for the major.

- PSY 403-41/42/43, a nine-credit, 400-hour internship, is offered to all students who do not choose to pursue work experience to qualify for the Social Work Training Certificate. An assessment of specific competencies in the field of human services is conducted by a panel of human services faculty and staff. Based on the assessment results, the panel determines whether or not to grant approval for student to apply for an internship.
- Internship site supervisors are required to provide each intern a minimum of one hour of direct supervision each week of the internship.

In order to assure consistent delivery of our programs, UIU has a variety of quality control measures in place; these include:

- A standardized syllabus format for all syllabi with specific syllabus templates for the five key courses in the major.
- Faculty-approved templates identifying appropriate academic credentials for all courses including specific MSW requirements for the five key courses and textbooks approved by full-time faculty.
- A required assessment of written and verbal (interview) communication skills as well as of cultural competency prior to enrollment in an internship course.
- Uniform course descriptions throughout the University.
- Course objectives developed by faculty and reviewed for consistency across the centers.
- An internship manual developed for the 400-hour internship.

UIU operates six learning centers in Wisconsin with courses taught at the following locations:

- Blackhawk Center, Blackhawk Technical College, Janesville
- Elkhorn Center, Gateway Technical College, Elkhorn and Racine
- Madison Center, Madison
- Milwaukee Center, Milwaukee
- Prairie du Chien Center, Prairie du Chien, LaCrosse, and Fennimore
- Wausau Center, Northcentral Technical College, Wausau.

Related documents are attached for your review. Should you have questions or concerns please contact Ms. Daryl Haessig at 608-278-0350, extension2204. UIU looks forward to the opportunity to present our modified program to you; please notify Ms. Haessig of the date and time of The Section meeting that you wish UIU to attend. Thank you.

Respectfully,



Fritz Oppenlander  
Associate Vice President of Academic Extension

*Attachments:*

Course requirements for Human Services major for Social Work Training Certification  
Description of all required courses  
Objectives of required practice courses  
Description of textbooks used in the five core courses  
Syllabi for the five core courses  
Internship manual  
CVs of SWTC faculty

**Human Services Major for Social Work Training Certification  
Course Requirements**

		<u>Credits</u>
PSY 221	Intro to Human Services	3
SOC 220	Social Problems	3
PSY 454	Issues and Ethics in the Helping Professions	3
The "Core:"		
PSY/SOC 383	Human Behavior in the Social Environment	3
SOC 384	Social Welfare Programs and Policies	3
PSY/SOC 391	Social Work Practice I: Individuals	3
PSY/SOC 392	Social Work Practice II: Families & Groups	3
PSY/SOC 393	Social Work Practice III: Communities and Social Institutions	3
ID 498-09	Senior Project	3
PSY 403	Internship	9
One of the following:		3
BA 210	Management Principles	
PA 364	Public Administration	
PA 445	Administrative Law	
PS 230	State and Local Government	
PS 362	The Legislative Process	
PS 412	American Constitutional Law I	
2 upper division electives from Psychology or Sociology		6
		<hr/> 45

**Required General Education coursework for this program:**

MATH 220	Elementary Statistics
PSY 190	General Psychology
SOC 110	Principles of Sociology
SOC 240	Diverse Cultures in America

Human Services Major for Social Work Training Certification  
Descriptions of Required Courses

PSY 221	<b>Introduction to Human Services</b>	3 credits
<i>A survey of the professions, programs and agencies involved in the delivery of human services.</i>		
SOC 220	<b>Social Problems</b>	3 credits
<i>A critical investigation of selected social problems: their causes, development and the alternative social policies that address these problems. Topics will include: substance abuse, the problems of family life, poverty and its relation to different forms of social inequality</i>		
PSY 454	<b>Issues and Ethics in the Helping Professions</b>	3 credits
<i>An analysis of issues and ethical problems involved in the helping professions and programs.</i>		
PSY/SOC 383	<b>Human Behavior in the Social Environment</b>	3 credits
<i>An analysis of individual, group and cultural influences on human behavior. The emphasis is on contrasting levels of analysis and application to a variety of environmental settings.</i>		
SOC 384	<b>Social Welfare Programs and Policies</b>	3 credits
<i>An analysis of social policies in the United States, with emphasis on the dimensions of choice and alternative policies, along with assessment of contemporary social welfare issues, programs and legislation.</i>		
PSY/SOC 391	<b>Social Work Practice I : Individuals</b>	3 credits
<i>This course prepares the prospective human services worker for entry into the profession by emphasizing theory, practice, and personal awareness. Specific techniques of interviewing and working with individuals will be covered through reading, lecture, and in-class practice.</i>		
PSY/SOC 392	<b>Social Work Practice II : Families &amp; Groups</b>	3 credits
<i>This course prepares the prospective human services worker to work with families and groups. It covers theories of family and group dynamics and examines the values and ethics of social work as they apply to work with families and small groups. Specific techniques will be covered through reading, lecture, discussion, and in-class practice.</i>		
PSY/SOC 391	<b>Social Work Practice III : Communities &amp; Social Institutions</b>	3 credits
<i>This course prepares the prospective human services worker for entry-level work with communities and social institutions. It examines the values and ethics of social work as they apply to work with large groups. Specific information about organizations and working with them will be covered through reading, lecture, and in-class role play. Some field work in the community is required.</i>		
ID 498_09	<b>Senior Project</b>	3 credits
<i>A capstone project intended to integrate the general education learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement.</i>		
PSY 403	<b>Internship</b>	9 credits
<i>Supervised field experience in a selected setting. Consent of faculty and written report are required.</i>		

**UIU Revised Internship Manual  
For Learners Seeking Social Work Certification  
in Wisconsin**

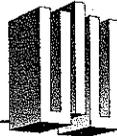
Enclosed are 2 copies of UIU's revised SWTC Internship Manual.

~ ~ ~ ~

The first copy is a "clean" copy, exactly what future SWTC program majors will receive.

The second is a copy with all changes – modifications since the preceding version – highlighted, to make it easier for your review (enabling you to skip the portions that have previously been reviewed and approved).

# UPPER IOWA UNIVERSITY



UPPER IOWA UNIVERSITY

• Since 1857 •

## INTERNSHIP MANUAL FOR LEARNERS SEEKING SOCIAL WORK CERTIFICATION In Wisconsin

### Upper Iowa University Campuses in Wisconsin

Blackhawk Center (Janesville)  
(608) 754-7490

Elkhorn Center  
262-741-8454

Madison Center  
608-278-0350

Milwaukee Center  
414-475-4848

Prairie du Chien Center  
608-326-4292

Wausau Center  
715-675-2775

November 18, 2011  
**2011 REVISION**

**UIU Social Work Internship Manual  
2011 Revision  
11/18/2011**

**Upper Iowa University Manual Revision Committee (2009)**

**Vicki Anderson (Wausau)**

**Peg Baxter (Prairie du Chien)**

**Tracy Griffith (Milwaukee)**

**Phillips "Skip" Kindy, Jr. (Madison and Blackhawk)**

**Steve Stein (Madison)**

**Cindy West (Madison)**

**2011 Manual Update Committee**

**Tracy Griffith (Milwaukee)**

**Daryl Haessig (Madison)**

**Steve Stein (Madison)**

**Cindy West (Madison)**

**UPPER IOWA UNIVERSITY  
HUMAN SERVICES INTERNSHIP**

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## **I. Introduction**

### **A. Purpose of the Internship**

- Provide interns with guidance, experience, and educational opportunities leading to competency skills in case management.
- Provide interns with an opportunity to develop basic competence in six major skills of a Certified Social Worker in Wisconsin.
- Provide experiential learning in case planning and management, site structure and relationship to the community, inter-agency relations, and collaboration with site staff and community agencies.
- Provide students with an opportunity to obtain a Social Work Supervisor Affidavit of competence in the six basic Social Work skills that the Wisconsin Department of Safety and Professional Services (DSPS) requires as an essential part of becoming certified in Wisconsin as a Certified Social Worker (see Appendix C for credentialing guidelines).

### **B. Learning Outcomes**

- Demonstrate basic competence in the six social work skills required by DSPS (as of October 1, 2011).
  - i. Demonstrate the ability to: engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities in regard to strengths and difficulties in biological, psychological, sociological, cultural, and spiritual functioning.
  - ii. Demonstrate intervention skills including: collecting, organizing, and interpreting client data; assessing client strengths and limitations; using empathy and other interpersonal skills; developing mutually agreed-upon intervention goals and objectives; determining and implementing appropriate intervention strategies; and referring clients to other qualified resources when appropriate.
  - iii. Develop a mutually agreed-on focus of work and desired outcomes, which may include: implementing prevention interventions that enhance client outcomes; helping clients resolve problems; negotiating, mediating, and advocating for clients; facilitating transitions and endings; referring to community resources; facilitating organizational change to meet social needs based on evaluation and assessment; and critically analyze, monitor, and evaluate interventions.
  - iv. Knowledge of other disciplines and resources relevant to the evaluation of clients, plans and policies to alleviate client difficulties, and intervention planning.
  - v. Demonstrate cultural competence, based on the National Association of Social Workers Standards for Cultural Competence in Social Work Practice, by intervening effectively on behalf of diverse populations and populations most vulnerable and discriminated against; providing culturally competent services; and collaborating with others to develop services.
  - vi. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics in the delivery of social work services to clients, and applying relevant Wisconsin laws and administrative rules, as applicable.



**Practice Course Objectives ~~~ Social Work Practice I : Individuals**

<p><b>Objective One</b> Students will understand social work values and ethics, as described in the NASW Code of Ethics, and how to apply them to work with individuals</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will describe social work values and ethics</li> <li>2. Students will differentiate between social work values and ethics and personal values and ethics</li> <li>3. Students will understand the application of social work values and ethics to work with individuals</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will develop a journal of personal values and ethics that addresses their individual reactions to client situations discussed or role played in class</li> <li>2. Students will develop a journal to contrast social work values and ethics and personal values and ethics</li> </ol>	<p><b>Assessment</b> Self-assessment journal of the student's life philosophy, life style, personal values, and ethics, including how these effect practicing within the values and ethics of social work</p>
<p><b>Objective Two</b> Students will understand the NASW Standards for Cultural Competence in Social Work Practice and the need to develop cultural competence as a part of their practice</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will recognize their own cultural biases and the impact that will have on their practice of social work</li> <li>2. Students will verbalize their understanding of cultural competence as described in the NASW Standards for Cultural Competence</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will prepare a paper describing their own culture and their reactions to individuals with a different culture.</li> <li>2. Students will interview persons of another culture to determine the similarities and differences with their own culture.</li> <li>3. Students will interview staff at agencies that deal with diverse populations</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Student self – assessment journal that will include reactions to other cultures as experienced or discussed in class role plays</li> <li>2. Written report on interviews with persons from cultures other than their own</li> <li>3. Written report on agency interviews</li> <li>4. Oral report on cultural competence</li> </ol>

*(Practice I cont)*

<p><b>Objective Three</b> Students will develop an understanding of how theories of human behavior in the social environment are applied in social work practice with individuals</p>	<p><b>Outcomes</b> Students will name and apply at least two theoretical approaches to social work practice with individuals</p>	<p><b>Assignment</b> Conduct six interviews</p>	<p><b>Assessment</b> Self- evaluation of the six interviews</p>
<p><b>Objective Four</b> Students will develop interviewing skills and become familiar with multiple counseling/interviewing techniques with individuals</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will know and be able to use at least two interviewing techniques</li> <li>2. Students will be able to set goals for interviews</li> <li>3. Students will understand the impact of the interviewer on the interview</li> <li>4. Students will develop note taking and data collecting skills</li> <li>5. Students will understand the impact of culture on interviewing</li> <li>6. Students will understand; reflection, exploring options, use of resources, motivation, contracting, conceptualizing the problem, implementing services, and termination</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate, through role plays, contrasting interviewing techniques</li> <li>2. Conduct six interviews in class using at least two different interviewing techniques</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Interviewing techniques demonstration in six interviews</li> <li>2. Self- evaluation of six interviews</li> <li>3. Test</li> </ol>

*(Practice I cont)*

<p><b>Objective Five</b> Students will develop the skills of collecting, organizing, assessment, and interpreting client data</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will use information obtained by conducting six interviews in class and collecting, organizing, and interpreting the client data</li> <li>2. Students will use the client data collected in the six classroom role play interviews to develop a plan in partnership with the client</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will assemble data from six classroom role play interviews and develop an assessment of the client</li> <li>2. Students will develop a service plan that includes mutually agreed upon goals and objectives between the social worker and the client in each of the six role play interviews</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Written assessment reports of the data collected, organized, and interpreted from client interviews</li> <li>2. Plans of service that include client suggestions and agreement</li> </ol>
<p><b>Objective Six</b> Students will recognize and practice the use of empathy in working with individuals, especially in relation to interviewing</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will assess how others feel in specific situations</li> <li>2. Students will experience others ignoring the meaning of their feelings</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will role play clients working with social workers who do not respond to their feelings</li> <li>2. Students will role play with social workers who do respond to their feelings</li> </ol>	<p><b>Assessment</b> Students will write a report of their reaction to the empathic social worker and the non-empathic social worker as part of their self-assessment journal</p>
<p><b>Objective Seven</b> Students will develop the ability to identify and utilize resources to assist clients</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will collect data on resources within the community</li> <li>2. Students will use data to determine appropriateness of resources for various clients</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Outside class interviews of community agency staff</li> <li>2. Written assessment of community resource appropriateness for types of clients served</li> </ol>	<p><b>Assessment</b> Written report on community agency resources for various clients</p>

*(Practice I cont)*

<p><b>Objective Eight</b> Students will recognize the influence of diversity on work with individuals and learn the importance of valuing and appreciating it in the practice of social work</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will verbalize their own and social work view of diversity</li> <li>2. Students will demonstrate that they can use their appreciation of diversity in social work practice</li> </ol>	<p><b>Assignment</b> Write a description of how their knowledge and views of diversity will impact their practice of social work with individuals in their self-assessment journal</p>	<p><b>Assessment</b> Student self-assessment journal</p>
<p><b>Objective Nine</b> Students will understand the strengths approach and other approaches to assisting clients resolve problems or improve their functioning</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Student will utilize the strength approach in developing service plans</li> <li>2. Students will utilize at least one other approach in developing a service plan</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Develop a service plan for all case studies</li> <li>2. Identify client strengths in interviews and video interviews presented in class</li> <li>3. Develop at least one other service plan other than a strength based one as a comparison</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Service plans for case studies</li> <li>2. statement of strengths identified for interviews presented in class and video presentations</li> </ol>
<p><b>Objective Ten</b> Students will know and understand the legal and regulatory aspects of work with individuals</p>	<p><b>Outcomes</b> Students will know federal and state statutes and rules in relation to work with individuals</p>	<p><b>Assignment</b> Read state and federal statutes and rules pertaining to the practice of social work</p>	<p><b>Assessment</b> Test on federal and state statutes and rules pertaining to the practice of social work</p>
<p><b>Objective Eleven</b> Students will understand how to negotiate, mediate, and advocate for clients</p>	<p><b>Outcomes</b> Students will define the negotiation, mediation, and advocacy function of social workers</p>	<p><b>Assignment</b> Identify the role of negotiation, mediation, and advocacy in case studies</p>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Written case service plans</li> <li>2. Test</li> </ol>

*(Practice I cont)*

<p><b>Objective Twelve</b> Students will be able to describe and illustrate the use of the Social Work Service Model</p>	<p><b>Outcomes</b> Students will understand intake, assessment, service planning, service implementation evaluation and termination of services</p>	<p><b>Assignment</b> Students will develop case plans that will include intake, assessment, planned services, implementation of services, evaluation of services given, and termination</p>	<p><b>Assessment</b> Written case study based on role plays in class</p>
<p><b>Objective Thirteen</b> Students will understand the impact of environment; such as poverty, racism, and discrimination; on client actions and will develop an ability to plan for the alleviation of that environmental effect through strengthening the client's ability to cope and/or modifying the environments.</p>	<p><b>Outcomes</b> Students will recognize environmental factors and their impact</p>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will list environmental factors in all case studies used in class as a part of their assessment and case service plan.</li> <li>2. Students will evaluate their own community to determine the environmental factors that impact vulnerable individuals</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Inclusion of factors in the environment represented in the assessments of the class case studies</li> <li>2. A written description of the positive and negative factors in the environment of their own communities</li> </ol>

**Practice Course Objectives ~ Social Work Practice II : Families and Groups**

<p><b>Objective One</b> Students will understand social work values and ethics and their application to work with families and groups</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to describe the use of social work values and ethics in work with families and groups</li> <li>2. Students will understand the application of social work values and ethics in work with families and groups</li> </ol>	<p><b>Assignment</b> Students will maintain a journal describing their developing understanding of social work values and ethics in work with families and groups</p>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Students journal on social work values and ethics in work with families and groups</li> <li>2. Test</li> </ol>
<p><b>Objective Two</b> Students will understand the NASW Standards for cultural Competence in Social Work Practice and the need to develop cultural competence as a part of their practice</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>3. Students will recognize their own cultural biases and the impact that will have on their practice of social work</li> <li>4. Students will verbalize their understanding of cultural competence as described in the NASW Standards for Cultural Competence</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>4. Students will prepare a paper describing their own culture and their reactions to individuals with a different culture.</li> <li>5. Students will interview persons of another culture to determine the similarities and differences with their own culture.</li> <li>6. Students will interview staff at agencies that deal with diverse populations</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>5. Descriptive paper on reactions to other cultures</li> <li>6. Written report on interviews with persons from cultures other than their own</li> <li>7. Written report on agency interviews</li> <li>8. Oral report on cultural competence</li> </ol>
<p><b>Objective Three</b> Students will understand the role of empathy in working with families and groups</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will assess how others feel in specific situations</li> <li>2. Students will experience others ignoring their feelings</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will role play with social workers who do not respond to their feelings</li> <li>2. Students will role play with social workers who do respond to their feelings</li> </ol>	<p><b>Assessment</b> Students will write their reaction to the responsive and non-responsive social worker in their journal</p>

*(Practice II cont)*

<p><b>Objective Four</b> Students will recognize and understand the multiple family variations, functions, and forms</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will understand the differences and similarities of values between social work and families</li> <li>2. Students will understand the application of social work values and ethics in work with families of diverse cultural backgrounds</li> <li>3. Students will differentiate families on the basis of culture, race, ethnicity, sexual orientation of members, and on common functions.</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will write a paper on family values describing families of different cultural backgrounds and structure.</li> <li>2. Students will present reports in class on the similarities and differences of families with different cultural backgrounds and structures</li> <li>3. Text readings</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Oral reports</li> <li>2. Student journal on work with families and groups</li> <li>3. Test</li> </ol>
<p><b>Objective Five</b> Students will learn how to collect, organize, and interpret data necessary to work with families and groups</p>	<p><b>Outcomes</b> Students will gather and interpret data by role playing interviews with families and groups</p>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will write an assessment using data collected through role play interviews</li> <li>2. Text readings</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Students will write a self-evaluation of their role play in their student journals</li> <li>2. Instructor evaluation of student role plays</li> </ol>

*(Practice II cont)*

<p><b>Objective Six</b> Students will develop the skills to assess families and empower them, identify their needs and concerns, as a foundation for arriving at mutually agreed upon outcomes</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will identify areas where families have difficulty functioning</li> <li>2. Students will learn to determine the causes of problems in family functioning</li> <li>3. Students will identify appropriate techniques to use in helping families to improve their functioning</li> <li>4. Students will learn how to work with families in assessing their functioning by developing mutually agreed upon goals and objectives</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will write an assessment of a family based on their observation including ways to involve the family in the assessment and setting goals and objectives</li> <li>2. Students will present an oral report on family counseling approaches appropriate to the Bachelor's degree level</li> <li>3. Students will demonstrate bachelor's level family counseling approaches through classroom role play</li> <li>4. Text readings</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Student assessment of family</li> <li>2. Oral report on approaches to work with families</li> <li>3. Role play self-evaluations in their student journals</li> </ol>
<p><b>Objective Seven</b> Students will learn to develop goals and objectives with family and group collaboration</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will verbalize how to involve families and groups in establishing goals and objectives</li> <li>2. Students will demonstrate establishing goals and objectives with families and groups</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will role play establishing goals and objectives through role plays</li> <li>2. Students will set goals and objectives as part of a problem solving group</li> <li>3. Text readings</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Role plays</li> <li>2. Problem solving group activity and report</li> <li>3. Test</li> </ol>
<p><b>Objective Eight</b> Students will learn to select intervention techniques that are acceptable and agreed to by the family or group</p>	<p><b>Outcomes</b> Students will learn to contract with families and groups before using specific techniques in working with them</p>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate through role plays their use of contracting with families and groups</li> <li>2. Text readings</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Role play written self-assessments in student journals</li> <li>2. Instructor evaluation of student role play</li> <li>3. Test</li> </ol>

*(Practice II cont)*

<p><b>Objective Nine</b> Students will become familiar with multiple approaches to intervening with families in order to select appropriate intervention strategies</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will understand and be able to apply a systems approach to working with families</li> <li>2. Students will become familiar with all of the following approaches             <ol style="list-style-type: none"> <li>a. Communication pattern</li> <li>b. Family subsystem</li> <li>c. Cognitive-behavioral</li> </ol> </li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will present an oral report on family counseling approaches</li> <li>2. Students will demonstrate family counseling approaches through classroom role plays</li> <li>3. Text readings</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Oral reports</li> <li>2. Class role plays</li> <li>3. Test</li> </ol>
<p><b>Objective Ten</b> Students will become familiar with the family counseling process as it applies to non-mental health settings at the bachelor's level</p>	<p><b>Outcomes</b> Students will demonstrate a basic mastery of individual, couples, child, and family group interviewing</p>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate bachelor's level family counseling approaches directed at improving family problem solving and functioning</li> <li>2. Students will assess families represented in in-class role plays</li> <li>3. Video tape role plays in class</li> <li>4. Text readings</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Class role plays</li> <li>2. Written self-assessments of in class role plays in their student journals</li> <li>3. Test</li> </ol>
<p><b>Objective Eleven</b> Students will understand the different types and functions of groups in social work practice</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will understand the purpose, formation, development, and maintenance of groups for multiple purposes</li> <li>2. Students will be able to determine the use of groups to support and assist individual clients and families</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will survey their communities and identify the groups that exist.</li> <li>2. Students will identify the type of support existing groups can provide clients.</li> <li>3. Students will list the types of groups that may be needed that are not present in the community</li> <li>4. Text readings</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Oral reports on the groups existing in the community that include, profit, non-profit, voluntary, and governmental ; their mission and service delivery system</li> <li>2. Test</li> </ol>

*(Practice II cont)*

<p><b>Objective Twelve</b> Students will develop group facilitation skills</p>	<p><b>Outcomes</b> Students will demonstrate group facilitation skills</p>	<p><b>Assignment</b> Students will facilitate a group</p>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Student group facilitation evaluation by instructor</li> <li>2. Student self-evaluation in their journal</li> </ol>
<p><b>Objective Thirteen</b> Students will learn how to negotiate, mediate, and advocate for families and groups</p>	<p><b>Outcomes</b> Students will understand how to integrate negotiation, mediation, and advocacy into practice with families and groups</p>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will role play negotiation, mediation, and advocacy</li> <li>2. Students will interview social work staff in community agency to learn how negotiation, mediation, and advocacy are integrated into their practice.</li> <li>3. Text readings</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Student self-evaluation of role play in their journals</li> <li>2. Written paper on community agency social worker interview</li> <li>3. Test</li> </ol>
<p><b>Objective Fourteen</b> Students will learn to critically analyze, monitor, and evaluate interventions</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will understand the critical need to evaluate the effectiveness and appropriateness of an interventions</li> <li>2. Students will learn how to examine the results of an intervention to determine its effectiveness and appropriateness</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will critique their own role plays and those of others.</li> <li>2. Students will critique videotaped interventions of social workers in practice</li> <li>3. Text readings</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Students will write critiques of role plays of themselves and others</li> <li>2. Students will write critiques of videotaped interventions of social workers in practice</li> <li>3. Test</li> </ol>

(Practice II cont)

<b>Objective Fifteen</b>	<b>Outcomes</b>	<b>Assignments</b>	<b>Assessments</b>
Students will learn the process of transitioning and/or terminating service	<ol style="list-style-type: none"><li>1. Students will understand the importance of terminating services when their effectiveness for the family or group is complete</li><li>2. Students will learn to use evaluation of the results of interventions as a measure of the need to transition or terminate services</li><li>3. Students will learn the appropriate manner to terminate services and/or to refer the family or group to other services</li></ol>	<ol style="list-style-type: none"><li>1. Role plays</li><li>2. Text readings</li></ol>	<ol style="list-style-type: none"><li>1. Written Self evaluations of role plays in their student journals</li><li>2. Test</li></ol>

**Practice Course Objectives ~ Social Work Practice III : Communities and Social Institutions**

<p><b>Objective One</b> Students will understand the values and ethics of working with organizations and communities in relation to the NASW Code of Ethics</p>	<p><b>Outcomes</b> Students will be able to apply the values and ethics described in the NASW Code of Ethics to the Practice of Social Work with organizations and communities</p>	<p><b>Assignment</b> Students will write paper describing how the administration and operation of a community agency illustrates the values and ethics of the NASW Code of Ethics</p>	<p><b>Assessments</b> 1. Paper 2. Test</p>
<p><b>Objective Two</b> Students will understand the need to respond to the racial, cultural, ethnic, social, religious, spiritual, and class backgrounds of clients in the community or organization that is the focus of practice</p>	<p><b>Outcomes</b> Students will analyze the composition of a community or organization to determine how the racial, cultural, ethnic, social, religious, spiritual, and class backgrounds of the staff and the client community or organization impact on its mission and principles</p>	<p><b>Assignment</b> Students will include this analysis in the values and ethics of an organization or community paper</p>	<p><b>Assessments</b> 1. Paper 2. Test</p>
<p><b>Objective Three</b> Students will understand the management and administrative behavior of organizations</p>	<p><b>Outcomes</b> Students will understand the autocratic, custodial, scientific , human behavior, theory x, theory y, theory z, collegial, management by objectives, TQM, models of organizations</p>	<p><b>Assignments</b> 1. Students will make an oral report on three of the model types 2. Students will write a paper on the ethical dilemmas involved in the various organizational models</p>	<p><b>Assessments</b> 1. Oral reports will be graded 2. Papers on ethics of various organizational behavior 3. Test</p>

*(Practice III cont)*

<p><b>Objective Four</b> Students will identify the role of values in decision making in organizations</p>	<p><b>Outcomes</b> Students will understand the stated mission of the organization and the type of decision making it employs</p>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will research the mission statements or the statutory charge of an organization and compare that to its known decision making</li> <li>2. Students will report their findings orally to the class</li> <li>3. Students will turn in their research notes</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Oral report</li> <li>2. Research notes</li> <li>3. Test</li> </ol>
<p><b>Objective Five</b> Students will understand the difference between various ideologies</p>	<p><b>Outcomes</b> Students will identify the positive and negative aspects of various ideologies in relation to the development of social service programs that provide assistance to at risk clients</p>	<p><b>Assignment</b> Students will debate the actions or recommendations of groups identified as representative of different ideologies</p>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Debate</li> <li>2. Test</li> </ol>
<p><b>Objective Six</b> Students will understand and develop an empathic approach that is sensitive to the needs of the organization or community as client</p>	<p><b>Outcomes</b> Students will describe their reactions to the social work process with organizations and communities</p>	<p><b>Assignment</b> Students will select a programmatic change for an organization or community and write a plan to make that change showing how they will respond to the needs of the organization or community</p>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Plan for programmatic change</li> <li>2. Instructor interview with student</li> <li>3. Test</li> </ol>

*(Practice III cont)*

<p><b>Objective Seven</b> Students will understand the professional responsibility of developing a plan with the client community or organization that will focus on the goals and objectives that are agreeable and understandable to them</p>	<p><b>Outcomes</b> Students will develop a plan with an organization that furthers the goals and objectives of the organization or community</p>	<p><b>Assignment</b> Students will work on a project with UIU or a community organization</p>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Students will complete a project evaluation with the UIU or community group on their performance</li> <li>2. Test</li> </ol>
<p><b>Objective Eight</b> Students will understand how to collect, organize and interpret data pertinent to work with the client community or organization</p>	<p><b>Outcomes</b> Students will collect, organize, and interpret data while working on a project with UIU or a community organization</p>	<p><b>Assignment</b> Students will design a project and implement it with a community organization or UIU</p>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Project plan and evaluation</li> <li>2. Oral report to class</li> <li>3. Test</li> </ol>
<p><b>Objective Nine</b> Students will learn how to select appropriate intervention strategies</p>	<p><b>Outcomes</b> Student will select an appropriate intervention strategy for a project</p>	<p><b>Assignment</b> Students will include alternative intervention strategies considered but not chosen as a part of their project plan</p>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Project plan</li> <li>2. Oral class report</li> <li>3. Test</li> </ol>
<p><b>Objective Ten</b> Students will understand how to initiate actions that achieve organization goals</p>	<p><b>Outcomes</b> Students will initiate actions to achieve organizational goals as a part of their project</p>	<p><b>Assignment</b> Design a project and implement it with a community or UIU</p>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Project plan</li> <li>2. Oral class report</li> <li>3. Test</li> </ol>

*(Practice III cont)*

<p><b>Objective Eleven</b> Students will understand the process of assisting the client organization or community to resolve their problems</p>	<p><b>Outcomes</b> Students will prepare an implementation plan with logical steps and expected outcomes</p>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will maintain a journal of all actions taken and the results of those actions.</li> <li>2. Students will explain the results of their actions as a part of their journal and in class</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Project Journal</li> <li>2. Project Plan</li> <li>3. Oral report</li> <li>4. Test</li> </ol>
<p><b>Objective Twelve</b> Students will understand prevention and how to implement prevention interventions that strengthen the client organization or community to increase their problem solving capacity</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will determine what actions are prevention and which amelioration</li> <li>2. Students will recognize how the strengths of client organization or communities are central to professional social work</li> </ol>	<p><b>Assignment</b> Students will analyze the strengths and weaknesses of an organization and make a determination of how to best utilize the strengths in an organization or community</p>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Project Journal</li> <li>2. Description of strengths and weaknesses of organization or community</li> <li>3. Test</li> </ol>
<p><b>Objective Thirteen</b> Students will understand techniques to negotiate, mediate, and advocate for their client organization and community</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will role play negotiation, mediation, and advocacy in class</li> <li>2. Students will document their use of these techniques in class</li> <li>3. Presentation</li> </ol>	<p><b>Assignment</b> Students will use appropriate techniques during the project and document them in their journal</p>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Project journal</li> <li>2. Class presentation</li> <li>3. Test</li> </ol>

*(Practice III cont)*

<p><b>Objective Fourteen</b> Students will understand the importance of assisting client organizations and communities to transition to different or more effective use of intervention techniques</p>	<p><b>Outcome</b> Students will be able to analyze case studies of organizations and communities to determine effective and ineffective intervention strategies</p>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Analyze case studies in class</li> <li>2. Analyze actual organizations and communities</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Case analysis</li> <li>2. Test</li> </ol>
<p><b>Objective Fifteen</b> Students will understand the importance of assisting client organizations or communities to end actions that are not conducive to successful goal attainment</p>	<p><b>Outcome</b> Students will include methods to evaluate the success of individual intervention actions and document conferring with clients</p>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will role play in class</li> <li>2. Students will implement this in project actions</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Project plan</li> <li>2. Project report</li> <li>3. Test</li> </ol>
<p><b>Objective Sixteen</b> Students will learn the importance of preparing the client organization or community for termination of services</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will include termination as a part of their project plan</li> <li>2. Students will role play termination</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Role plays</li> <li>2. Project plan termination description</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Project plan termination plan</li> <li>2. Role plays</li> </ol>
<p><b>Objective Seventeen</b> Students will understand the need for and develop the skills needed to critically analyze, monitor, and evaluate interventions</p>	<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will include evaluation in their project plan</li> <li>2. Students will practice analysis, monitoring, and evaluation techniques</li> </ol>	<p><b>Assignments</b></p> <ol style="list-style-type: none"> <li>1. Students will prepare a paper on analysis, monitoring, and evaluation techniques</li> <li>2. Students will analyze, monitor and evaluate their project</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Project plan</li> <li>2. Paper</li> <li>3. Test</li> </ol>

Textbook Requirements  
for  
**PSY/SOC 383 *Human Behavior in the Social Environment***

*Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice*

Author(s): Joe M. Shriver  
ISBN: 0-205-52097-9  
Edition: 5th  
Publisher: Prentice Hall  
January 2010

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*Preface to First Edition*

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*Ch 2 Traditional and Alternative Paradigms*

*Ch 3 Paradigm Thinking and Social Work Knowledge for Practice*

*Ch 4 Traditional/Dominant Perspectives on Individuals*

*Ch 5 Alternative/Possible Perspectives on Individuals*

*Ch 6 Perspectives on Familiness*

*Ch 7 Perspectives on Groups*

*Ch 8 Perspectives on Organizations*

*Ch 9 Perspectives on Community (ies)*

*Ch 10 Putting It All Together: Toward More Complete Views of Humans and Knowledge about Us*

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Textbook Requirements  
for

**SOC 384 *Social Welfare Programs and Policies***

*Social Welfare: Politics and Public Policy*

Author(s): Diana M. DiNitto  
ISBN: 9780205793846  
Edition: 7th  
Publisher: Prentice Hall  
Oct 2010

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*Chapter 3: Politics and the History of Social Welfare Policy*

*Chapter 4. Ending Poverty: Is It An Issue Anymore?*

*Chapter 5: Preventing Poverty: Social Insurance and Personal Responsibility*

*Chapter 6. Disability Policy: From Public Assistance to Civil Rights*

*Chapter 7. Helping Needy Families: Ending Welfare as We Knew It*

*Chapter 8. Financing Health Care: Can All Americans Be Insured?*

*Chapter 9. Preventing Poverty Through Education and Employment*

*Chapter 10. Providing Social Services: Help for Children, Older Americans, and Individuals with Mental and Substance Use Disorders*

*Chapter 11. The Challenges of a Diverse Society: Social Policy, Gender, and Sexual Orientation*

*Chapter 12. The Challenges of a Diverse Society: Race, Ethnicity, and Immigration*

((SOC 384 Social Welfare Programs and Policies ~ Textbooks continued ))

Taking Sides: Clashing Views on Social Issues

Author(s): Kurt Finsterbusch (edited by)  
ISBN: 9780078050183  
Edition: 16th  
Publisher: The McGraw Hill Companies  
March 2010

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**Part 1 Culture and Values**

Issue 1 *Is America in Moral Decline?*  
Yes: from *Slouching Towards Gomorrah: Modern Liberalism and American Decline* (Regan Books, 1996)  
No: from "Our Changing Culture: Abandoning the Sixties," *Current* (June 2004)

Issue 2 *Does the News Media Have a Liberal Bias?*  
Yes: from *Coloring the News: How Crusading for Diversity Has Corrupted American Journalism* (Encounter Books, 2001)  
No: from "The 'Left-Wing' Media?" *Monthly Review* (June 2003)

Issue 3 *Is Third World Immigration a Threat to America's Way of Life?*  
Yes: from "Shields Up!" *The American Enterprise* (March 2002)  
No: from "Immigration Is Good," *The American Enterprise* (March 2002)

**Part 2 Sex Roles, Gender, and the Family**

Issue 4 *Is the Decline of the Traditional Family a National Crisis?*  
Yes: from "The American Family Crisis," *National Forum: The Phi Kappa Phi Journal* (Summer 1995)  
No: from "Can Marriage Be Saved?" *Dissent* (Summer 2005)

Issue 5 *Should Mothers Stay Home with Their Children?*  
Yes: from "The Case for Staying Home," *Time* (March 22, 2004)  
No: from *The Mommy Myth* (Free Press, 2004)

Issue 6 *Should Same-Sex Marriages Be Legally Recognized?*  
Yes: from "Answers to Questions about Marriage Equality" (HRC's FamilyNet Project, 2004)  
No: from "Questions and Answers: What's Wrong with Letting Same-Sex Couples 'Marry'?" (Family Research Council, 2004)

**Part 3 Stratification and Inequality**

Issue 7 *Is Increasing Economic Inequality a Serious Problem?*  
Yes: from "Does Inequality Matter?" *Daedalus* (Winter 2002)  
No: from "The New Wealth of Nations," *Commentary* (October 1997)

Issue 8 *Is the Underclass the Major Threat to American Ideals?*  
Yes: from "And Now for the Bad News," *Society* (November/December 1999)  
No: from "Capitalism, the Market, the 'Underclass,' and the Future," *Society* (November/December 1999)

Issue 9 *Has Affirmative Action Outlived Its Usefulness?*  
Yes: from "Racial Preference Versus Nondiscrimination," *Society* (March/April 2004)  
No: from "Inequalities that Endure?" in Maria Krysan and Amanda E. Lewis, eds., *The Changing Terrain of Race and Ethnicity* (Russell Sage Foundation, 2004)

((SOC 384 Social Welfare Programs and Policies ~ Textbooks continued ))

- Issue 10 *Are Boys and Men Disadvantaged Relative to Girls and Women?*  
Yes: from "The New Gender Gap," *Business Week Online* (May 26, 2003)  
No: from "Reversing the 'Gender Gap'," *Political Affairs* (March 2004)
- Part 4 Political Economy and Institutions**
- Issue 11 *Is Government Dominated by Big Business?*  
Yes: from "This Is the Fight of Our Lives," *Timeline* (September/October 2004)  
No: from "Citizen Groups and the Changing Nature of Interest Group Politics in America," *The Annals of the American Academy of Political and Social Science* (July 1993)
- Issue 12 *Should Government Intervene in a Capitalist Economy?*  
Yes: from "Bull Run: Capitalism with a Democratic Face," *The New Republic* (March 22, 2004)  
No: from "The Real Cost of Regulation," *Imprimis* (May 2001)
- Issue 13 *Has Welfare Reform Benefited the Poor?*  
Yes: from "Understanding Welfare Reform," *Harvard Magazine* (November/December 2004)  
No: from "Off the Rolls: The Ground-Level Results of Welfare Reform," *Dissent Magazine* (Fall 2003)
- Issue 14 *Is Competition the Reform That Will Fix Education?*  
Yes: from "The Key to Closing the Minority Schooling Gap: School Choice," *The American Enterprise* (April/May 2003)  
No: from "Think the Unthinkable," *Educational Horizons* (Summer 2004)
- Issue 15 *Should Biotechnology Be Used to Alter and Enhance Humans?*  
Yes: from *Beyond Therapy* (Regan Books, 2004)  
No: from "The Case Against Perfection," *The Atlantic Monthly* (April 2004)
- Part 5 Crime and Social Control**
- Issue 16 *Is Street Crime More Harmful Than White-Collar Crime?*  
Yes: from "The Aggregate Burden of Crime," *Journal of Law and Economics* XLII (2) (October 1999)  
No: from *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice*, 5th ed. (Allyn & Bacon, 1998)
- Issue 17 *Should Drug Use Be Decriminalized?*  
Yes: from "Commonsense Drug Policy," *Foreign Affairs* (January/February 1998)  
No: from "America's Longest 'War,'" *The World & I* (February 2000)
- Issue 18 *Does the Threat of Terrorism Warrant Curtailment of Civil Liberties?*  
Yes: from "Liberty and Terrorism: Avoiding a Police State," *Current* (December 2003)  
No: from "Your Every Move," *The Humanist* (January/February 2004)
- Part 6 The Future: Population/Environment/Society**
- Issue 19 *Is Mankind Dangerously Harming the Environment?*  
Yes: from "Pushing Beyond the Earth's Limits," *The Futurist* (May/June 2005)  
No: from "The Truth About the Environment," *The Economist* (August 4, 2001)
- Issue 20 *Is Globalization Good for Mankind?*  
Yes: from "Three Cheers for Global Capitalism," *The American Enterprise* (June 2004)  
No: from "Globalization and Its Discontents," *Philosophy & Public Policy Quarterly* (Spring/Summer 2001)
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Textbook Requirements  
for  
**PSY/SOC 391 Social Work Practice I : Individuals**

*Essentials of Intentional Interviewing: Counseling in a Multicultural World*

Author(s): Ivey et al  
ISBN: 0840034563  
Edition: 2nd  
Publisher: Cengage Learning  
May 2011

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Code of Ethics of the National Association of Social Workers

Author(s): NASW  
ISBN: n/a  
Publisher: NASW Press  
Approved by the 1996 NASW Delegate Assembly and  
revised by the 2008 NASW Delegate Assembly  
available at <http://www.socialworkers.org/pubs/code/code.asp>

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*Purpose of the NASW Code of Ethics*

*Ethical Principles*

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*Social Workers' Ethical Responsibilities to Clients*

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*Social Workers' Ethical Responsibilities as Professionals*

*Social Workers' Ethical Responsibilities to the Social Work Profession*

*Social Workers' Ethical Responsibilities to the Broader Society*

NASW Standards for Cultural Competence in Social Work Practice

Author(s): NASW  
ISBN: n/a  
available at  
<http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>  
Publisher: NASW Press, 2011

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Standard 3 : Cross-Cultural Knowledge

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Standard 5 : Service Delivery

Standard 6 : Empowerment and Advocacy

Standard 7 : Diverse Workforce

Standard 8 : Professional Education

Standard 9 : Language Diversity

Standard 10 : Cross-Cultural Leadership

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(( PSY/SOC 391 Social Work Practice I : Individuals ~ Textbooks continued ))

The Practice of Social Work: A Comprehensive Worktext

Author(s): Charles Zastrow  
ISBN: 0840029187  
Edition: 10th  
Publisher: Cengage Learning  
February 2012

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The American Public and Social Welfare.  
Illustration 1-2: We Can Take Care of Our Own...or Can We?

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Textbook Requirements  
for  
**PSY/SOC 392 *Social Work Practice II : Families and Groups***

*An Introduction to Family Social Work*

Author(s): Collins et al  
ISBN: 1133312624  
Edition: 4th  
Publisher: Cengage Learning  
March 2012

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1. *The Field of Family Social Work.*
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10. *Family Systems Interventions.*
11. *The Intervention Phase.*
12. *Interventions at the Child and Parental Levels.*
13. *Interventions with Couples and Gender Sensitive Practice.*
14. *The Termination Phase.*
- References.*

**Code of Ethics of the National Association of Social Workers**

Author(s): NASW  
ISBN: n/a  
Publisher: NASW Press  
Approved by the 1996 NASW Delegate Assembly and  
revised by the 2008 NASW Delegate Assembly  
available at <http://www.socialworkers.org/pubs/code/code.asp>

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  - Social Workers' Ethical Responsibilities to the Social Work Profession*
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(( PSY/SOC 392 Social Work Practice II : Families and Groups ~ Textbooks continued ))

NASW Standards for Cultural Competence in Social Work Practice

Author(s): NASW  
ISBN: n/a  
available at  
<http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>  
Publisher: NASW Press, 2011

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ISBN: 0840029187  
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Publisher: Cengage Learning  
February 2012

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Illustration 4-2: Will You Reap What You Sow?  
Unemployment Compensation.  
Workers' Compensation.

Textbook Requirements  
for

**PSY/SOC 393 *Social Work Practice III : Communities and Social Institutions***

Generalist Practice with Organizations and Communities: Student Manual

Author(s): Kirst-Ashman et al  
ISBN: 0840034636  
Edition: 5th  
Publisher: Cengage Learning  
July 2011

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3. *Group Skills for Organizational and Community Change.*
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7. *Imagine: Project Implementation and Program Development.*
8. *Understanding Neighborhoods and Communities.*
9. *Macro Practice in Communities.*
10. *Evaluating Macro Practice.*
11. *Advocacy and Social Action With Populations-At-Risk.*
12. *Ethics and Ethical Dilemmas in Macro Practice.*
13. *Working with the Courts.*
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15. *Stress and Time Management.*

Code of Ethics of the National Association of Social Workers

Author(s): NASW  
ISBN: n/a  
Publisher: NASW Press  
Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly  
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*Social Workers' Ethical Responsibilities to the Social Work Profession*

*Social Workers' Ethical Responsibilities to the Broader Society*

(( PSY/SOC 393 Social Work Practice III : Communities and Social Institutions ~ Textbooks continued ))

NASW Standards for Cultural Competence in Social Work Practice

Author(s): NASW  
ISBN: n/a  
available at  
<http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>  
Publisher: NASW Press, 2011

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The Practice of Social Work: A Comprehensive Worktext

Author(s): Charles Zastrow  
ISBN: 0840029187  
Edition: 10th  
Publisher: Cengage Learning  
February 2012

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Prairie Center

**PSY/SOC 383 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT**

**TERM DATES:** January 11 – March 6, 2010  
**DAYS/TIMES:** Tuesdays, 5:30 p.m. – 10:00 p.m.  
**LOCATION:** Room 2064, Health Science Center, La Crosse  
**INSTRUCTOR:** Jane Klekamp, MSSW, Phone: 608 386-0833  
Email: [jgklekamp@centurytel.net](mailto:jgklekamp@centurytel.net); [klekampj@faculty.uiu.edu](mailto:klekampj@faculty.uiu.edu)  
**AVAILABILITY:** Every effort will be made to return a phone call or an email within 24 hours.

**TEXT:** Schriver, Joe M. (2004) Human Behavior and the Social Environment, Shifting Paradigms in Essential Knowledge for Social Work Practice, 4<sup>th</sup> Edition, Pearson Education Inc.

**INSTRUCTOR BIOGRAPHY:** I have a BS in Social Work from UW-La Crosse (1989) and an MSSW in Social Work from UW- Madison (1995). For the last 15 years, my work has been as the manager of the Chemical Health and Justice Sanctions Program (changed from “Justice Sanctions” in 2009), helping develop and implement community programs for correctional clients. The programs include Drug Treatment Court, OWI Treatment Court, and the Women’s Community Based Program. Prior to my current employment, I was employed as the La Crosse County Victim Witness Coordinator for five years. I have also had experience working in group homes with adolescents, a battered women’s shelter, men convicted of domestic violence, people convicted of sex offenses, and coordinating a special project for the Wisconsin Department of Justice.

**COURSE DESCRIPTION:** An analysis of individual, group and cultural influences of human behavior. The emphasis is on contrasting levels of analysis and application to a variety of environmental settings. Note: some background in both psychology and sociology is strongly recommended. Prerequisite: PSY 190 or SOC 110. 3 semester credits.

**OVERALL OBJECTIVE:** Explain how human development influences human behavior, and identify the role of the social worker in negotiating changes. Special attention will be devoted to human diversity, discrimination, and oppression on the individual’s ability to reach or maintain optimal health and well being.

**SPECIFIC COURSE LEARNING OBJECTIVES:**

1. Explain how human development greatly influences human behavior including biological, psychological, and social influences.

2. Identify a variety of human developmental theories and how to relate them to behavioral changes.
3. Detect changing paradigms and to investigate the impact of social and environmental factors on individual development and vice versa
4. Acquire the knowledge of theories about the development and behavior of individuals, families, groups, institutions, organizations, and communities.
5. Integrate the interactions of these systems with and among one another in larger socio-cultural environments.
6. Identify the need to involve the social work system in directing those factors toward incremental client benefits.
7. Recognize the remarkable ability of the human species to negotiate change.
8. Identify the role of the social worker in negotiating those changes with special attention given to the impact of human diversity, discrimination, and oppression on the individual's ability to reach or maintain optimal health and well-being.

**SKILLS:** This course will address sociological and psychological theories and an understanding of diversities from national and global perspectives. You will understand and recognize the social responsibilities related to the mutually dependent relationship between human beings and their environment. You will have an opportunity to develop your own critical thinking and to practice your written and oral communication skills.

Appropriate writing skills, including proper grammar, punctuation, sentence structure and paragraph development, are expected in all written work, quizzes and exams. All research must be cited in the APA style.

#### **ASSIGNMENTS:**

1. **READINGS:** Students are expected to read all assigned material in the required text prior to the class for which they are assigned. Class time will be used to discuss and/or clarify the readings, as well as offer other approaches to further understand the material (i.e. videos, guest speakers, and in-class activities). The instructor may assign additional readings from other handouts that may be relevant to the course. Please refer to the course outline for a specific breakdown of the weekly readings.
2. **RESPONSE/CRITIQUE PAPERS** (7 papers, each worth 5 point; total of 35 points): Each student will be expected to type a one page response (12 font) weekly relating to each assigned reading, presentation, or class discussion. Each paper is worth five points. This paper can take the form of a critique, personal reflection, personal experience with the content matter or other ideas the student may have for responding to the readings. Did the reading effect how you thought about a certain issue? How did it encourage your growth as a social worker? In considering response ideas, think in terms of how the information you read affects you, someone you work with (client, consumer, patient), or someone you care about. **The paper should not be a summary of the readings.** The paper should be written in a professional manner as practice for writing you will be completing as a social worker. Late assignments will result in a reduction in the grade.

3. **CLASS PARTICIPATION (40 points):** Each student will be asked to take responsibility for participation in class discussion. Participation includes:
- Attendance – students are strongly encouraged to attend all classes. If you must miss class, you will be asked to type a three-page summary of the assigned readings. Any student failing to do so will result in the lowering of one full letter grade). 8 points
  - Class discussion – Asking questions, challenging other students and participating in class discussion is an important part of learning and developing a social work philosophy. This will be a significant part of your grade. A lack of participation will be noted in your grade. 32 points
4. **SELF REPORT (10 points):** Each student will be asked to write a self report on the first day of class and the last day of class. More information will be given on the day of class.
5. **RESEARCH PAPER (15 points):** Each student is asked to write a 5-7-page paper (APA Format) on a topic related to the course. Four resources will be required for the paper. Encyclopedias of any kind (including Wikipedia) are not primary sources and should not be cited or used in constructing academic papers. The research paper will be due by week 5. Assignments turned in late will result in a reduction of the grade.

**GRADING CRITERIA:** Grading will occur in the following manner:

A (93-100)	B- (80-82)	D+ (67-69)
A- (90-92)	C+ (77-79)	D (63-66)
B+ (87-89)	C (73-76)	D- (60-62)
B (83-86)	C- (70-72)	F (59 or under)

An incomplete grade may only be given under extreme circumstances after a consultation between the student, the instructor, and the center director. Students are strongly encouraged to discuss their class progress with the instructor by the end of the fourth week to allow for sufficient time to work on improving their final grad. No “extra credit” work will be offered or allowed for this course.

Final grade will be calculated by totaling the following work:	
RESPONSE/CRITIQUE PAPERS (7)	35 points
CLASS PARTICIPATION	40 points
SELF REPORT	10 points
RESEARCH PAPER	15 points
Total	100 points

**CITATION:** Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing an academic paper at the undergraduate or graduate level. They can, however, be useful to help gather some background information and to point the way to more reliable sources.

Please contact me or the Center office if you need any special accommodation for a documented disability.

WITHDRAWAL FROM THE COURSE: Please follow the requirements of Upper Iowa University.

CHEATING and PLAGIARISM: Please follow the policies of Upper Iowa University.

**TENTATIVE COURSE CALENDAR:**

January 12, Week 1 – Schriver, Chapters 1 and 2  
    Introductions  
    Review Syllabus

January 19, Week 2 – Schriver, Chapter 3

January 26, Week 3 – Schriver, Chapters 4 and 5

February 2, Week 4 – Schriver, Chapter 6

February 9, Week 5 – Schriver, Chapter 7  
    Research paper due

February 16, Week 6 – Schriver, Chapter 8

February 23, Week 7 – Schriver, Chapter 9

March 2, Week 8 – Schriver, Chapter 10

UPPER IOWA UNIVERSITY - WAUSAU CAMPUS  
SOC 384 Social Welfare Programs & Policies 3 CR  
Term III, January 11 – March 6, 2010  
Monday, 5:15- 9:45 p.m., NTC Room A 241

**There is no class on Monday, February 1, 2010**

**INSTRUCTOR:** Jess Bowers, MSW, APSW  
Phone 715/302-8574  
E-mail [bowersj@peacocks.uiu.edu](mailto:bowersj@peacocks.uiu.edu)  
[jessb4@gmail.com](mailto:jessb4@gmail.com)

Jess earned a BA in Sociology with a minor in History and an emphasis in Social Work from the University of Wisconsin-Stevens Point. Jess earned a Masters Degree in Social Work from the University of Wisconsin-Oshkosh. She currently works as the Community Response Social Worker for the Marathon County Department of Social Services. Jess has prior work experience in the areas of domestic violence, child protective services, and youth-at-risk.

**TEXT:** DiNitto, D.M. (2005). *Social welfare: Politics & public policy* (6<sup>th</sup> ed.). Boston: Pearson Education.  
**ISBN: 0-205-37599-5**

Egan, T. (2006). *The worst hard time: The untold story of those who survived the great American dust bowl*. New York: Houghton Mifflin.  
**ISBN: 0-618-77347-9**

Finsterbush, K. (2009). *Taking sides: Clashing views on controversial social issues* (15<sup>th</sup> ed.). CT: McGraw-Hill/Dushkin.  
**ISBN: 0-07-812750-5**

**COURSE ID:** An analysis of social policies in the United States, with an emphasis on the dimensions of choice and alternative policies, along with assessment of contemporary social welfare issues, programs and legislation.

**OBJECTIVES:**

1. Review the history of social welfare policies and programs for those living in poverty.
2. Define poverty and know who experience poverty in America.
3. Review and appraise the existing programs that address poverty.
4. Explore feasible approaches to the alleviation of poverty in the future.

5. Summarize the major antipoverty measures now in effect, focusing on the four separate but related categories: income programs, programs supplying goods and services, efforts to avert the spread of poverty to new generations, and programs to aid the working poor.
6. Demonstrate an understanding and awareness of social welfare policy initiatives occurring in Wisconsin.
7. Analyze the impact of social and economic forces on American social systems, in general, and the individual, specifically. Follow the intricate process involving the formation of social policy.
8. Show competence and awareness of the methodology used in the practice of social policy,
9. Demonstrate competence and awareness of the methodology used in the practice of social work.
10. Explain the impact of social welfare policy on the general health and well being of American society.
11. Realize the effect that changing social policy has on social work practices.

**SKILLS:**

Social Welfare Programs and Policies will assist the student in developing skills to demonstrate an understanding of fundamental economic and political processes as they apply to the human services profession. Students will be required to submit a research paper relevant to current social welfare programs or policies.

**CLASS  
EXPECTATIONS:**

Class sessions will consist of lecture, discussion, guest speakers, and videos. Students will be responsible for all material in class, in handouts, and in the text. Readings and assignments should be completed prior to class in order to facilitate class discussion and greater learning experiences. Please note that minor modifications may be added during the class session. Documentaries and video may be added into the class format, as well.

All written assignments must adhere to **APA guidelines**. Students are responsible for obtaining guideline information. Please see the instructor if you need assistance in doing this.

There is an expectation that students will use non-sexist, non-racist, and non-stigmatizing language during class discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups use the language that is presently acceptable to that group.
- When referring to people who have intellectual, cognitive, or emotional challenges, are homeless, etc. present this in a way that does not stigmatize them. Avoid using terms like “the mentally ill”, “the disabled”, or “the homeless”

**CITATION:**

Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing academic papers at the graduate or undergraduate level. They can; however, be useful to help gather some background information and to point the way to more reliable sources.

**ATTENDANCE:**

Students are encouraged to attend class on a regular basis. Classroom attendance will not be graded, but participation points will be awarded each class. If you have a legitimate reason for missing class please inform the instructor as soon as possible so arrangements for missed work or late assignments can be made.

**EXAMS:**

**A Take Home Final Exam will be given to students on 2/22/10. Questions will be multiple choice and short answer. The final exam is worth 140 points, and is due in the beginning of the last class.**

**HOMEWORK:**

According to DiNitto, “The mass media plays a very significant role in setting the agenda of the government by giving attention to various problems and issues facing society. The mass media is a powerful political weapon (p. 14).”

**News Article Review:**

**For the scheduled class periods of 1/11/10, 1/25/10, and 2/22/10, you will be required to bring in a news article relevant to the topic of social welfare policy. You can find articles from the internet, magazines, and/or newspapers.**

**Write a brief summary (3-4 paragraphs) of your article including the following:**

- The source of the article
- What is the particular issue discussed in the article?
- Do you agree or disagree with the article?
- Should the government change or increase their role in addressing the particular issue?
- Include a paragraph outlining the opposite view and what may contribute to others holding the opposite view of yours. **(15 points. each)**

**Reaction Paper:**

For the scheduled class periods of 1/18/10, 2/8/10, 2/15/10, and 3/1/10, you will be required to write a brief (3-4 paragraphs) reaction paper regarding the assigned readings from *The Worst Hard Time: The untold story of those who survived the great American dust bowl. (15 pts ea)*. Topic ideas may include (but are Not limited to):

- Was the dust bowl a series of unfortunate events, or was it a man-made disaster that could have been avoided?
- What characters do you find most interesting, admirable, etc.?
- Should people have known better? Was there enough known about farming techniques at that time?
- What parts of the book do you find most tragic or shocking?
- What are your thoughts to Roosevelt and the government's response to the dust bowl?

**RESEARCH PAPER:**

Students will write a 5-7 page research paper on a Social Welfare Policy that combats poverty or inequality (Due 2/15/10). The research paper should analyze the social problem using the following criteria:

- Provide an overview of the welfare policy
  - Define the problem behind the policy
  - Describe the ideology surrounding the policy
  - Identify the stakeholders interested in the policy
  - Describe your personal perspective on the policy.
- (This format will be further discussed during class).

**PRESENTATION:** Each student will present their conclusions, including strengths and limitations of the selected policy's approach to combating poverty and inequality. Presentations will occur during the last three class periods. The format for this presentation will be discussed further in class (100 points).

**GRADING:**

Upper Iowa University uses a standard grading system:

A	4.0
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D-	0.67

FINAL GRADES will be based on assignments, participation, presentations, and the exam.

**120 points** for homework assignment  
**140 points** for final exam  
**120 points** for class participation  
**150 points** for research paper  
**100 points** for presentations  
Total possible points: **630**

### SCHEDULE OF EVENTS

01/11/10

1. Review and discuss syllabus
2. Introductions
3. Review Chapter 1 & 2 from *Social Welfare Politics*
4. Review News Article Summaries.
5. Review Taking Sides Issues  
Is America in Moral Decline?  
Does the Media Have a Liberal Bias?

01/18/10

1. Review Chapter 3 & 4 from *Social Welfare Politics*
2. Discuss ch.1-5 from *The Worst Hard Time*
3. Reaction Paper due
4. Review Taking Sides Issues  
Does Divorce have Long-Term Damaging Effects on Children?  
Should Mothers Stay Home with Their Children?

01/25/10

1. Review Chapter 5 & 6 from *Social Welfare Politics*
2. Review News Article Summaries
3. Review Taking Sides Issues  
Has Affirmative Action Outlived Its Usefulness?  
Are Boys and Men Disadvantaged Relative to Girls and Women?

02/01/10

NO CLASS

02/08/10

1. Review Chapters 7 & 8 from *Social Welfare Politics*
2. Discuss Chapters 6-12 from *The Worst Hard Time*
3. Reaction paper due
4. Review Taking Sides Issues  
Is Increasing Economic Inequality a Serious Problem?  
Has Welfare Reform Benefited the Poor?

02/15/10

1. Research Papers Due
2. Review Chapters 9 & 10 from *Social Welfare Politics*
3. Discuss chap. 13-19 from *The Worst Hard Time*.
4. Reaction Papers due
5. Review Taking Sides Issues

Is Competition the Reform that Will Fix Education?  
Should Marijuana Be Legalized?

6. Class Presentations

02/22/10

1. Review Chapter 11 from Social Welfare Politics
2. Discuss News Articles
3. Review Taking Sides
  - Is Street Crime More Harmful Than White-Collar Crime?
  - Does the Threat of Terrorism Warrant the Curtailment of Civil Liberties?
4. Class Presentations
5. Take Home Exam passed out

03/01/10

1. Take Home Exam Due
2. Review Chapter 12 from Social Welfare Politics
3. Discuss chap. 19-25 from *The Worst Hard Time*
4. Review Taking Sides Issues
  - Is Humankind Dangerously Harming the Environment?
  - Is Globalization Good for Humankind?
5. Class Presentations

\*\*\* Speakers and or movies will be added to classes as determined and arranged for by the instructor \*\*\*

## Upper Iowa University Course Syllabus

**Location:** Upper Iowa University – WI Centers

**Course Identification:** PSY/SOC 391 Social Work Practice I: Individuals, 3 credits

**Prerequisites:** Junior standing, ID301, PSY221, PSY383

**Course Description:** This course prepares the prospective human services worker for entry into the profession by emphasizing theory, practice, and personal awareness. Specific techniques of interviewing and working with individuals will be covered through reading, lecture, and in-class practice.

### Course Objectives\*:

- Understand and apply NASW standards of values and ethics in working with individuals
- Understand and apply the NASW standards for cultural competence in working with individuals
- Understand the application of theoretical approaches to human behavior in the social environment as part of working with individuals
- Develop interviewing skills and techniques with individuals
- Develop skills to collect, organize, assess, and interpret data as a part of working with individuals
- Develop an empathic approach to working with individuals
- Develop the ability to recognize and utilize resources for individual clients
- Develop an understanding and appreciation for diversity in working with individuals
- Understand and apply the strengths approach to work with individuals
- Understand the legal aspects of working with individuals
- Understand how to negotiate, mediate, and advocate for clients
- Understand and apply the Social Work Service Model
- Understand the impact of environmental factors such as poverty, racism, oppression, and discrimination of all kinds on individuals

\*Objectives meet the competencies mandated by the WI Department of Safety and Professional Services. Please see attached.

### Texts:

Ivey, A. E., et al. (2012) *Essentials of Intentional Interviewing* (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

\*National Association of Social Workers. (2008). *Code of ethics of the National Association of Social Workers*. Available from [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)

\*National Association of Social Workers. (2001). *Standards for cultural competence in social work practice*. Available from [www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf](http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf)

\*Zastrow, C. H. (2012). *The practice of social work: A comprehensive worktext* (10<sup>th</sup> ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

\*These texts are also required for PSY/SOC 392 Social Work Practice II: Families and Groups, and PSY/SOC 393 Social Work Practice III: Communities and Social Institutions.

### Course Outline and Assignments:

**Week 1:** "Generalist Social Work Practice." This class will explore the concept of generalized social work practice and how it is applied with individuals. The utilization of a systems approach in work with individuals will be examined. Individual casework and case management will be emphasized. Basic counseling skills will be introduced and students will begin to practice different styles through in-class role plays.

**Assignment:** Personal journal comparing students' own personal values and ethics with those of the social work profession as described in the NASW Code of Ethics.

**Week 2:** Presentation and discussion of knowledge and skills needed for social work practice with individuals will focus on traditional developmental theories and how used in social work practice with individuals. The understanding and value of cultural diversity will be introduced. Interviewing skills development and information gathering for use in assessment and evaluation will be introduced and practiced through the use of in-class role plays.

**Assignments:** Continue personal journal on values and ethics. Gather written data from in-class role plays. Paper on personal reactions to other cultures in the community and written reports of interviews with persons in the community of other cultures will be assigned.

**Week 3:** Presentation and discussion of knowledge and skills needed for social work with individuals will focus on alternative theories. Practice in interviewing skill development-gathering data will continue.

**Assignments:** Continue personal values and ethics comparison journal. Written reports of in-class role play for data gathering interviews. Paper on the use of traditional and alternative theories of development in work with individuals will be assigned.

**Week 4:** Presentation and discussion of ethical principles including dignity and uniqueness of individuals, self-determination, and confidentiality. Intervention strategies will be presented and discussed. Students will focus on interviewing skills as well as organizing and analyzing data as a part of in-class role plays.

**Assignments:** Continue personal values and ethics comparison journal. Write reports of in-class case study interviews. Assign interviewing techniques paper. Midterm exam.

**Week 5:** Social work values and their application to work with individuals will be presented and discussed in class. Additionally, the concept and application of case service plans will be introduced and discussed in class. Interviewing skill development through in-class case role plays will focus on how social work values are implemented and affect the social work process. **Assignments:** Continue personal values and ethics comparison journal. Write reports of in-class case study interviews. Write case plan for in-class case role plays.

**Week 6:** Applying social work values and ethics to work with individuals will be presented and discussed in class. Assessment of individual needs through the data gathered will be presented and discussed in this class. Further information on the techniques and importance of gathering data, the manner of interpreting data, data analysis and assessment of the individual will be the focus of this class. Community resources will be presented and discussed. Interviewing skills development will focus on the assessment of data and the establishment of a service plan. **Assignments:** Continue personal values and ethics comparison journal. Write report on the effect of the community environment on individuals. Written report on assessment and case plan for in-class role plays.

**Week 7:** Special attention will be paid to the effect of environment on the individual's ability to cope with life. Attention to poverty, racism, discrimination, and oppression will be given and related to effect those factors have on the psychological development and the ability of individuals to cope with their environment.

**Assignments:** Complete the personal values and ethics comparison journal. Written report on assessment and case plan for in-class role plays.

**Week 8:** This class will concentrate on the students' understanding of goal-setting in social work practice with individuals and the evaluation of the work done with individuals. Termination of service as a responsibility of the social worker and a goal of the work with individuals will be presented and discussed. Self-evaluation as a means of recognizing the impact of self on work with the individual will be discussed.

**Assignment:** Final exam

**Methods of Instruction:** Lecture, video-taped role play, guest speakers, videos

**Methods of Assessing and Evaluating Student Progress:**

1. Maintain a student journal documenting their understanding of personal values and ethics; social work values and ethics; and how the two are related
2. Written and oral report on personal interviews with persons of a culture other than their own
3. Written and oral report on how agencies in their communities serve persons of other cultures
4. Self-evaluation of six in-class interviews
5. Paper on interviewing techniques

6. Written student self-analysis
7. Written case service plans for in-class role plays
8. Written list and explanation of the impact on individuals of the environmental factors in their community

## Upper Iowa University Course Syllabus

**Location:** Upper Iowa University – WI Centers

**Course Identification:** PSY/SOC 392 Social Work Practice II: Families and Groups, 3 credits

**Prerequisites:** PSY/SOC 391

**Course Description:** This course prepares the prospective human services worker to work with families and groups. It covers theories of family and group dynamics and examines the values and ethics of social work as they apply to work with families and small groups. Specific techniques will be covered through reading, lecture, discussion, and in-class practice.

### Course Objectives\*:

- Students will understand social work values and ethics as related to work with families and groups as contained in the NASW Code of Ethics
- Students will understand and practice culturally competent behavior in work with families and groups in accordance with the NASW Standards for Cultural Competence
- Students will understand and practice empathy in working with families and groups
- Students will understand and identify the various family variations and functions
- Students will understand and identify the various forms and functions of groups
- Students will learn how to collect, organize, interpret data to assess the functioning of families and groups
- Students will develop the skills to assess and empower families and groups to establish mutually agreed upon outcomes
- Students will learn to select appropriate intervention technique that are acceptable to families and groups
- Students will become familiar with multiple interviewing approaches in working with families and groups
- Students will become familiar with the assessment of families and groups as part of working with them
- Students will learn to develop appropriate goals with families and groups
- Students will learn how to negotiate, mediate, and advocate for families and groups
- Students will learn how to critically analyze, monitor, and evaluate interventions
- Students will learn the process of transitioning and/or terminating service

\*Objectives meet the competencies mandated by the WI Department of Safety and Professional Services. Please see attached.

**Texts:**

Collins, et. al. (2010). *An Introduction to Family Social Work*. (3<sup>rd</sup> ed). Belmont, CA: Brooks/Cole, Cengage Learning.

\*National Association of Social Workers. (2008). *Code of ethics of the National Association of Social Workers*. Available from [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)

\*National Association of Social Workers. (2001). *Standards for cultural competence in social work practice*. Available from [www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf](http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf)

\*Zastrow, C. H. (2012). *The practice of social work: A comprehensive worktext* (10<sup>th</sup> ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

\*These texts are also required for PSY/SOC 391 Social Work Practice I: Individuals, and PSY/SOC 393 Social Work Practice III: Communities and Social Institutions.

### **Course Outline and Assignments:**

**Week 1:** Social work with groups: Types of groups (recreational, educational, problem-solving and decision-making, self- help, task) will be discussed. Attention will be given to how groups develop through natural and planned means. Social work values, ethics and cultural competence will be discussed in relation to work with groups in this and subsequent class sessions. Students will participate in role plays of groups during class.

**Assignments:** Self-assessment of group role play. Assess the group role play of other class members.

**Week 2:** The task and maintenance roles of groups will be examined. This class will deal with the leadership theories of groups (trait, position, authoritarian, democratic, laissez-faire) to assist the student to understand the types of behaviors that are associated with each approach and allow them to learn how to work with each type. Values, ethics, cultural competence work will continue to be explored. Students will discuss the merits of the particular styles of group leadership in class. Role plays will be utilized to illustrate these topics.

**Assignments:** Students will participate in a debate on the merits of particular group functioning. Students will write a summary of the information and opinions expressed in the debate on family functions. Self-assessment of role plays will be generated.

**Week 3:** The interaction of personal and group goals will be explored along with the social workers responsibility to differentiate the two. Students will learn how group goals are set and how to assist groups in the goal setting process. Values, ethics, and cultural competence work will continue. In-class role plays will be utilized to assist the students to understand this topic. **Assignments:** Students will interview and report on the results of members of groups from the community to determine the type of leadership, how they establish goals, and how they deal with diversity internally and within the community. Students will write an evaluation of the group process based on their interviews with community group members that describes the leadership and goal setting behavior of the group. Self-assessment of role plays will be generated.

**Week 4:** Conflict within groups and strategies for resolving conflict will be discussed. The encouragement and use of group creativity to accomplish set and accomplish group goals will be a significant topic of discussion. Students will have the opportunity to learn the starting, leading, and facilitation of groups during this class session through the use of role plays. Value, ethics, and cultural competence work will continue to be explored.

**Assignments:** Write a statement on the encouragement and use of creativity in groups. Generate self-evaluation of role play in class. Write a description of the in class role play describing their reactions to the level of empathy displayed by the social worker in the role play. Midterm exam.

**Week 5:** Students will be introduced to social work with families through the discussion of the societal functions of families, family problems, and social work interventions. Value, ethics, and cultural competence work will continue to be explored. Family role plays will be presented in class.

**Assignments:** Students will prepare an oral report on the functions of families they know and the problem solving methods they use to resolve conflict. Self-evaluation of role plays will be generated.

**Week 6:** Family assessment techniques and their role in establishing a social work service plan for families will be presented and discussed. Families will be considered from a systems approach as a framework to work with them. Values, ethics, and cultural competence work will continue.

**Assignments:** Write a statement describing the conflict resolution techniques in family and group settings. Self-evaluation of role plays will be generated.

**Week 7:** Specific approaches to work with families will be presented and discussed. Include communications approach, family sub-system approach, and cognitive-behavioral approaches. Students will learn the techniques of beginning work and continuing work with a family. Generate role plays illustrating these techniques will be conducted in class. Values, ethics, and cultural competence work will continue to be explored.

**Assignments:** Write paper on social work values and ethics in working with groups and families. Write paper on the use of cultural competence in working with groups and families. Generate self-evaluation of role plays. Critique role plays of other students.

**Week 8:** Students will learn how to evaluate the effect of interventions with a family. They will also learn techniques to terminate work with a family, including transfer of the family to another worker or agency.

**Assignments:** Oral reports on evaluation techniques. Final exam.

**Methods of Instruction:** Lecture, video-taped role play, guest speakers, videos

**Methods of Assessing and Evaluating Student Progress:**

1. Written paper on social work values and ethics
2. Written description of students' reaction to empathy in the social work process
3. Oral report on cultural differences and similarities of families and how that impacts social work practice

4. Witten report on family forms and functions
5. Written report on group structures and functions
6. Self-evaluation of role plays
7. Assessment of a family
8. Assessment of a group
9. Oral and written report on groups in the community that serve families
10. Written report on cultural competence observed in community interviews with community agency staff

## Upper Iowa University Course Syllabus

**Location:** Upper Iowa University – WI Centers

**Course Identification:** PSY/SOC 393 Social Work Practice III: Communities and Social Institutions, 3 credits

**Prerequisites:** PSY/SOC 392

**Course Description:** This course prepares the prospective human services worker for entry-level work with communities and social institutions. It examines the values and ethics of social work as they apply to work with large groups. Specific information about organizations and working with them will be covered through reading, lecture, and in-class role play. Some field work in the community is required.

### Course Objectives\*:

- Students will understand the values and ethics of working with social institutions and organizations in relation to the NASW Code of Ethics and the NASW Standards for Cultural Competence
- Students will understand the need to respond to the racial, cultural, ethnic, social, religious, spiritual, and class backgrounds of the social institution or organization that is the focus of practice
- Students will understand the behavior of social institutions
- Students will understand and be able to work with the different ideologies represented by the social institutions and organizations that are the focus of practice
- Students will identify the role of values in the decision making process in social institutions and organizations that are the focus of practice
- Students will understand and develop an empathic approach that is sensitive to the needs of the social institution or organizations that are the focus of practice
- Students will be able to develop goals and objectives that are agreeable to and understandable to the social institutions or organizations that are the focus of practice
- Students will be able to collect, organize, and interpret data pertinent to working with the social institutions and organizations that are the focus of practice
- Students will learn how to select appropriate intervention strategies for social institutions and organizations
- Students will develop the skills to critically analyze, monitor, and evaluate interventions with social institutions and organizations that are the focus of practice
- Students will understand how to initiate actions that will assist social institutions and organizations that are the focus of practice to achieve their goals
- Students will understand the process of assisting social institutions and organizations to resolve the obstacles that prevent them from achieving their goals

- Students will understand prevention and how to initiate prevention interventions that strengthen their problem solving capacity
- Students will learn the techniques of negotiation, mediation, and advocacy for social institutions and organizations that are the focus of practice
- Students will learn how to assist the social institutions and organizations that are the focus of practice to move to more effective use of intervention techniques
- Students will learn to assist the social institutions and organizations that are the focus of practice to modify actions and practices that are not conducive to their goal attainment
- Students will understand how to prepare social institutions and organizations that are the focus of practice for termination of services

\*Objectives meet the competencies mandated by the WI Department of Safety and Professional Services. Please see attached.

#### **Texts:**

Kirst-Ashman, K. et. al. (2012). *Generalist practice with organizations and communities* (5<sup>th</sup> ed.) Belmont, CA: Brooks/Cole, Cengage Learning.

\*National Association of Social Workers. (2008). *Code of ethics of the National Association of Social Workers*. Available from [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)

\*National Association of Social Workers. (2001). *Standards for cultural competence in social work practice*. Available from [www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf](http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf)

\*Zastrow, C. H. (2012). *The practice of social work: A comprehensive worktext* (10<sup>th</sup> ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

\*These texts are also required for PSY/SOC 391 Social Work Practice I: Individuals, and PSY/SOC 393 Social Work Practice II: Families and Groups.

#### **Course Outline and Assignments:**

**Week 1:** The class will examine models of organizational structure and behavior; including autocratic, custodial, scientific, theory x, and theory y. The focus will be on developing an ability to recognize which model is operational and how to function within it. Role plays to illustrate the models will be conducted.

**Assignments:** Read Zastrow chapter 9 through exercise 9.3. Read Kirst-Ashman chapters 1 and 2. Select a project and begin a journal on a project the student will pursue for the class. Write a short paper on how ethics are related to organizational structure and mission.

**Week 2:** The class will examine additional models of organizational structure and behavior, including collegial and management by objectives. The focus will be on developing an ability to recognize which model is operational and how to function within it. Role plays to illustrate the models will be conducted. Diversity in organizations will be examined.

**Assignments:** Read Zastrow chapter 9 through exercise 9.6. Read Kirst-Ashman chapters 3 and 4. Continue the project journal. Write a paper on the impact of cultural, ethnic, social, religious, spiritual, and class background factors on organizations.

**Week 3:** How to function effectively within a bureaucracy will be the focus of this class, including how to maintain professional integrity and appropriate agency loyalty. Personal decision making versus agency decision making will be explored to assist the student to operate effectively within the structure of the agency. Role plays to illustrate this model and professional action within it will be conducted. A speaker from an area agency will present on the operation of their agency.

**Assignments:** Read Zastrow chapter 9 through exercise 9.8. Read Kirst-Ashman chapters 5 and 6. Continue the project journal. Oral reports on types of organizations and how they operate in social work settings. Paper on the ethical standards followed by a selected community agency in meeting their statutory mandate.

**Week 4:** Social institution structures within the community will be examined and discussed in this class. The environmental factors that affect individual, group, and organizational behavior will be discussed to assist students to understand how to assess and evaluate their practice with social institutions. A locality and developmental model will be presented. Social action as a tool for social workers will be discussed in relation to social institutions and change. A community development agent or worker will speak on their experiences.

**Assignments:** Read Zastrow chapter 10 through exercise 10.4. Read Kirst-Ashman Chpts 7 and 8. Continue the project journal. Midterm exam.

**Week 5:** The knowledge base for social work with community social institutions and organizations will be presented including the types and purposes they represent. The techniques used in the social work process used in work with them will be discussed. An analysis of the roles common community agencies and institutions will be discussed. Students will have an opportunity to apply this knowledge through role plays and group analysis of case studies.

**Assignments:** Read Zastrow chapter 10 through exercise 10.5. Oral reports on the mission, structure and operation of community agencies. Continue the project journal.

**Week 6:** The skills of brainstorming, nominal groups, and needs assessment in macro practice will be the focus of this class. Students will role play these skills during class and will evaluate this experience in class.

**Assignments:** Read Zastrow chapter 10 through exercise 10.6. Read Kirst-Ashman chapters 9 and 10. Paper on the impact of racial, cultural, ethnic, social, religious, spiritual and class background on community structure and functioning. Continue the project journal.

**Week 7:** The use of public relations and the skills needed will be examined and discussed in this class and related to the successful accomplishment and maintenance of social work practice goals and objectives. Fundraising skills will be discussed within the context of insuring that

services are available to assist the social institutions and organizations that are the focus of practice. A community expert on fund raising and an expert in public relations will present.

**Assignments:** Read Zastrow chapter 10, "Public Relation Skills." Read Kirst-Ashman chapters 11 and 12. Paper on the ethical behavior of social workers in working with social institutions. Present project plans and observations of the process to the class.

**Week 8:** The role of political activity and lobbying in social work practice will be presented and discussed. Community practice as a problem solving process will be examined and a review of the course to show how all the course topics are connected will be conducted during this class session.

**Assignments:** Read Zastrow chapter 10, "Public Activity and Lobbying." Read Kirst-Ashman chapters 13 and 14. Class will debate on the impact of the actions of differing ideological groups. Final exam.

**Methods of Instruction:** Lecture, video-taped role play, guest speakers, videos

**Methods of Assessing and Evaluating Student Progress:**

1. Write a paper analyzing how the administration and operation of a community agency illustrates or contrasts with social work values and ethics
2. Students will make an oral report contrasting three types of models of organizational behavior
3. Students will participate in a debate exploring different ideologies
4. Students will make an oral report on the mission statement and statutory charge of an organization
5. Students will develop a plan for programmatic change or the development of a proposal for a new service for an agency in the community and will evaluate the change or new service
6. Students will maintain a journal describing their experience in developing the program change or new service proposal
7. Students will present their project experience to the class

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## UIU Social Work Training Certification Coursework Faculty

> Curriculum Vitae Following <

<u>Faculty Name</u>	<u>UIU Center</u>
Alice Egan	Madison
Ben Farbman	Madison
Bill Berkan	Madison
Carlo Nevicosi	Janesville
Cristina Kroeze	Janesville
Delores Kessel	Wausau
Frank Losinski	Wausau
Jacquelyn Rice	Milwaukee
Jane Klekamp	Prairie du Chien
Jennifer Marie Patridge	Janesville
Julie Weinmann	Prairie du Chien
Julie Williams	Prairie du Chien
Kathy Soehnlein	Janesville
Kristin Hoffschmidt	Madison
Leslie McCallister	Madison
Maureen McCarty	Prairie du Chien
Michael Wagner	Milwaukee
Noreen Salzman	Wausau
Penny Nevicosi	Janesville
Sheryl Dean	Milwaukee
Teresa Thomas	Madison

## William A. Berkan ACSW, CISW

726 Anthony Lane, Madison Wisconsin 53711 Phone 608-233-8327 Berkan726@Charter.net

**Objective** Utilize my experience and love of teaching Social Work classes. Provide social work and human service students with some of the lessons I have learned in my 44 years of professional work to assist them in their professional development.

### Experience

#### Instructor

September 2010 to present Upper Iowa University-Madison center  
Classroom instruction in Social Work

#### SUPERVISOR

March 2008 to February 2009 Voluntary Agencies Active In Disasters  
Supervise supervisors covering all parts of the flood area  
Maintain records  
Set performance standards

#### Instructor

September 1997 to October 2007, Upper Iowa University-Madison Center

- Classroom instruction in Social Work
- Reorganize and implement the Social Work Intern program

#### Social service Specialist/School Social Work Consultant

June 1970 to August 1997

- Provide assistance to local school districts in programming for handicapped children
- Create and implement a boarding home program for deaf/blind children
- Develop statewide youth suicide prevention program
- Author Resource and Planning guide in the area of Child welfare  
Author Resource and Planning guide in the area of Youth Suicide Prevention
- Member of the State Child Welfare Prevention Board 1990 to 1997
- Member of the Wisconsin Committee to Prevent Child Abuse 1985 to 1997
- Mediate parent/school disputes regarding educational programming
- Consult with local school districts on the creation and improvement of school social work programs

County Director of Social Services, Adams County, Wisconsin  
February 1969 to June 1970

- Supervise and evaluate staff of 10 professionals and paraprofessionals
- Create and implement a county wide social service budget]
- Insure county compliance with state and federal program regulations

**Education**

University of Wisconsin-Madison  
September 1961 to June 1967

- B.S. degree 1965
- M.S.S.W. degree 1967

**Interests**

Reading historical books on political and social themes  
Writing books and articles  
Maintaining my Social Work credentials from the state of Wisconsin and NASW  
Volunteering in the Bethel food Pantry  
Serving on the Bethel Pantry management Team  
Creating a new voluntary disaster recovery agency

**Professional**

Member of the National Association of Social workers  
Member of the Academy of Certified Social workers  
Certified Independent Social Worker (State of Wisconsin)  
Author of "Visions of Hope", Millennial Mind Publisher  
Co-Author of "Handling Death Issues in the Schools", Greenwood Publishing

**Volunteer Work**

Founding group member of Lutherans United Assisting After Disasters  
Elected President of organization 2008-Present  
Bethel Lutheran Church Food Pantry Board member 2002-Present  
Madison Area Jobs Transition Group Board member and presenter 2008-Present

**References**

References are available on request.



**State of Wisconsin  
Department of Safety and Professional Services**

**INDEPENDENT SOCIAL WORKER**

**WILLIAM A BERKAN SR**

**MADISON, WI 53711**

The person whose name appears on this document has complied with the provisions of the Wisconsin Statutes and holds the credential specified.

Credential No. 366-122

Expiration Date: 2/28/2013

To verify the current status of this credential, use "Lookup a License" at [dps.wi.gov](http://dps.wi.gov)



**State of Wisconsin**  
Department of Safety and Professional Services  
Committed to Equal Opportunity in Employment and Licensing

**INDEPENDENT SOCIAL WORKER**

No. 366-122

Expires: 2/28/2013

**WILLIAM A BERKAN SR  
WILLIAM A. BERKAN SR.  
726 ANTHONY LN  
MADISON WI 53711  
UNITED STATES**

The person whose name appears on this document has complied with the provisions of the Wisconsin Statutes and holds the credential specified on the front of this card. To verify the current status of this credential, use "Lookup a License" at [dps.wi.gov](http://dps.wi.gov).

Ch 440.11, Wis Statutes, requires you to notify the Department of a name or address change within 30 days. Please submit corrected information via the web at [dps.wi.gov](http://dps.wi.gov) or by mail to DSPS at PO Box 8935, Madison WI 53708-8935.



**Alice A. Egan**  
5 Weeping Birch Circle  
Madison, WI 53704  
(608) 575-3937  
[egana@faculty.uuiu.edu](mailto:egana@faculty.uuiu.edu)

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## **Education:**

### **University of Wisconsin-Madison Graduate School, Madison, WI**

Master's Degree in Social Work, May 2003

### **University of Wisconsin-Madison, Madison, WI**

Bachelor's Degree in Social Work, May 2002

## **Professional Work Experience:**

### **University of Wisconsin-Madison**

September 2011-Present

*Instructor/Field Faculty, School of Social Work Part-Time MSW Program*

- Instruction of Social Work 440 (Foundations of Generalist Practice)
- Instruction of Social Work 400 and 401 (Social Work in Community Agencies)
- Matching and placement of students in community internships
- Coordination and consultation with agency supervisors regarding student progress in internships

### **Upper Iowa University, Madison, WI**

October 2009-Present

*Instructor/Adjunct Faculty*

- Instruction of social work/human services classes at the undergraduate level
- Consultation with other faculty to develop appropriate curriculum
- Courses taught include Methods of Social Work, Human Behavior in the Social Environment, and Social Welfare Programs and Policies

### **Lutheran Social Services, Madison, WI**

September 2004-January 2011

*Adoption Social Worker, Birthparent Counselor*

- Case management of children in pre-adoptive placements
- Case management and counseling with women experiencing unplanned pregnancies
- Advocacy and referral to resources for pregnant and parenting clients
- Home study and license pre-adoptive parents
- Provide training for pre-adoptive parents
- Home study screening for step-parent and relative adoptions
- Testify in court and provide other court documentation

### **Lutheran Social Services, Madison, WI**

January 2007-May 2009

*FACE Kids Counselor*

- Develop curriculum for various group topics for children and adolescents
- Coordinate data collection pre and post group sessions
- Co-facilitate child and adolescent counseling groups
- Work in cooperation with school staff on individual student needs

### **Children's Service Society of Wisconsin, Madison, WI**

September 2001-August 2009

*FAST Facilitator and Mental Health Partner*

- Hired after interning for the 2001-2002 school year
- Plan and implement weekly FAST programs at various Madison schools
- Recruitment of families for the program
- Home visiting families involved in the program

- Facilitation of weekly support groups for parents
- Coaching parent/child pairs in "special play" interaction
- Provide referrals for families to outside agencies and resources
- Coordination of prevention programming for children and their parents
- Serve as the fiscal agent for the FAST team

**Children's Service Society of Wisconsin, Madison, WI**                      September 2003-September 2004  
*Treatment Foster Care Social Worker*

- Recruitment of treatment foster parents throughout the Southern region of the state
- Evaluation, licensing and training of treatment foster homes
- Placement of children with special needs into treatment foster homes
- Case coordination of services and support for children in treatment foster care
- Development of individualized treatment plans for children placed in treatment foster homes

**Related Work Experience:**

**Madison School and Community Recreation, Madison, WI**                      May 2003-August 2003  
*Youth Resource Worker, Therapeutic Recreation Counselor, Sherman Middle School*

- Planning and supervision of recreational activities for 6<sup>th</sup>-8<sup>th</sup> grade students
- Implementation of a team building unit with several groups of middle school students
- Participation and supervision of overnight wilderness adventure trips with large groups of students
- Assisting in the modification of recreational activities to meet the needs of students with disabilities

**O'Keeffe Middle School, MMSD, Madison, WI**                                      September 2002-May 2003  
*Social Work Student Intern*

- Individual counseling, mentoring and academic support with middle school students
- Development of curriculum and teaching developmental guidance in classrooms
- Group facilitation in the areas of conflict resolution, team-building, empowerment and self esteem
- Collaborating with teachers, parents and administrators to support students and their families
- Work with an economically and culturally diverse population of students

**Wisconsin Early Autism Project, Madison, WI**                                      September 2000-May 2001  
*Line Therapist*

- One-to-one work with a child with autism in home and at school
- Life skills, academic and social support and training
- Weekly collaboration with other team members, parents and school staff
- Development of child-specific curriculum and materials
- Advocacy in school and in the community

**Licensure:**

Advanced Practice Social Worker, License #: 126861-121  
 School Social Worker, File # 661468

## **Ben Farbman**

5854 Woods Edge Road, Madison, WI

b\_farbman@yahoo.com

608-271-4141

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### **Work Experience**

#### **INTERNSHIP FACULTY ADVISOR – HUMAN SERVICES**

Upper Iowa University, Madison, WI

2010 to present

Adjunct faculty in Human Services, overseeing student internships for the Social Work Training Certificate for the Madison and Blackhawk campuses.

#### **CLINIC ADMINISTRATOR AND OUTPATIENT PSYCHOTHERAPIST**

NORTHSTAR COUNSELING CENTER, MADISON, WI 53711

1993 to present

Co-Owner and Administrator of state certified mental health outpatient clinic and adolescent day treatment program. Administrative, programmatic, supervisory, outreach and referral development responsibilities. Wisconsin licensed mental health psychotherapist with private practice outpatient caseload counseling a diversified population of adults, adolescents and families. Provide clinical supervision, intake assessments, triage and referral, crises counseling and group therapy. Prior supervision of social work graduate students from University of Wisconsin-Madison.

#### **HOSPITAL ADMINISTRATOR**

NORTHBROOKE HOSPITAL, BROWN DEER, WI

1991-1993

Administrator of 80 bed psychiatric hospital owned by National Medical Enterprises. Executive responsibility for all hospital operations including administration of clinical program, strategic and business plan, marketing and referral development functions, managed care contracting. Initiated new program including partial hospitalization services, outpatient psychopharmacology clinic and extended care programs.

#### **ASSOCIATE VICE PRESIDENT**

ST. LUKE'S HOSPITAL, RACINE, WI

1987-1991

Administrative responsibility for 104 bed behavioral medicine program with 63 psychiatric beds, 41 chemical dependency beds. Supervised outpatient chemical dependency clinic. Oversight of development of employee assistance program that included 12 contracts covering 7,000 lives.

HOSPITAL ADMINISTRATOR  
REGENT HOSPITAL, NEW YORK, NY  
1986-1987

Administrator of 39 bed private alcohol and drug hospital.

PROGRAM MANAGER  
ST. LUKES HOSPITAL, RACINE, WI  
1984-1986

Responsible for operations of a 39 bed psychiatric unit in a community hospital.  
Initiated psychiatric programming, quality assurance program, referral development in a "turn around" situation.

DIRECTOR/FAMILY THERAPIST  
APOGEE PROGRAM-TELLURIAN COMMUNITY  
1981-1988

Administrative responsibility for a 10 bed adolescent alcohol and drug program.  
Family therapist for residents.

PSYCHOTHERAPIST  
BELOIT/JANESVILLE COUNSELING CENTER  
1977-1981

Performed outpatient counseling with adult, adolescent and family clients.  
Field practicum supervisor for graduate social work students from University of Wisconsin-Madison.

## Education

M.S.S.W. Masters of Science of Social Work, University of Wisconsin-Madison, 1977  
B.S. Secondary Education, University of Wisconsin-Madison, 1973 Graduated Cum Laude.

## Licenses

Licensed Clinical Social Worker, L.C.S.W. State of Wisconsin #2990-123

## References

References are available on request.





## **KRISTIN J. HOFFSCHMIDT, MSW**

529 Elmside Boulevard

Madison, WI 53704

608-577-0471 / kristinhoffschmidt@gmail.com

### **EDUCATION**

#### **Madison Area Technical College**

**8/07 -12/07**

Certificate program in Microsoft Office 2007. Coursework in MS Access, Excel, Power Point, Publisher, Outlook, Word, and FrontPage.

#### **University of Wisconsin-Madison, Madison, WI**

**1996-1998**

Master's of Science in Social Work (MSSW). Concentration in Children, Youth, and Families, with an emphasis on Social Policy. Recipient of Arthur Miles Award for Outstanding Commitment to Social Work.

#### **National University of Costa Rica, Heredia, Costa Rica**

**1994-1996**

*Licenciatura* (two year graduate degree) in Latin American Studies. Graduated *summa cum laude* with thesis on dating violence among high school students.

#### **Grinnell College, Grinnell, IA**

**1988-1991**

Bachelor of Arts in Sociology. Phi Beta Kappa Scholarship Award- Honorable Mention.

### **PROFESSIONAL EXPERIENCE**

#### **Employment Resources, Inc.: Madison, WI**

**9/09 - Present**

Community benefits specialist working with homeless people with severe mental illness to obtain benefits such as Social Security disability and Medicaid.

#### **Upper Iowa University: Madison, WI**

**5/10 – 2/11**

Instructor for Human Services Major Program. Taught Methods in Human Services (5/10, 9/10, and 1/11) and Social Welfare Programs and Policies (8/10).

#### **University of WI-Madison School of Social Work: Madison, WI**

**9/09 – 12/10**

As Assistant Lecturer, taught Social Work 205: Introduction to the Field of Social Work in the Fall Semester 2009 and 2010. Supervised three teaching assistants in class of over 175 students.

#### **Advocacy and Benefits Counseling for Health: Madison, WI**

**1/09 – 7/09**

Health benefits advocate for hospital patients. Provided information and assistance in applying for, obtaining, and maintaining health care benefits such as BadgerCare Plus and EBD Medicaid.

#### **State of WI Department of Health Services: Madison, WI**

**1/08 – 1/09**

Outreach staff providing training and technical assistance to organizations statewide. Train community partners on BadgerCare Plus policy and application process, organize enrollment events, and facilitate focus groups.

**Madison Interpreter Collective: Madison, WI**

**9/07 – 6/08**

Simultaneous interpreter (Spanish/English) for varied assignments, including community meetings, union activities, and human service organizations.

**Children's Service Society of WI: Madison, WI**

**9/06 – 8/08**

- Families and Schools Together (FAST) Program: Interpreter (Spanish/English) for middle and elementary schools (Whitehorse – Spring 2008; Lincoln and Sherman – Winter 2008; Lincoln – Winter 2007). As program facilitator at Maywood Elementary FAST (9/06 – 12/06), recruited families, led programming, and facilitated parent group.
- Family Resource Center: 2/07 to 11/07. Supervisor of project with programming in six areas of Dane County. Planned and provided workshops, playgroups, and events for families with young children. Established collaborative relationships with community partners, such as Joining Forces for Families, and supervised two staff.

**Rape Crisis Center: Madison, WI**

**9/07 - 3/08**

As on-call bilingual (Spanish/English) advocate, provided hospital support and advocacy to victims of sexual assault.

**Access Community Health Centers: Madison, WI**

**9/06 - 1/07**

Case Worker for patients at community medical clinic. Provided information and referrals, helped with public benefits applications, and assisted patients in navigating the medical and human services system. Interpreted for patients (Spanish/English) and scheduled interpreters for health care providers.

**Domestic Abuse Intervention Services: Madison, WI**

**9/01 - 9/06**

- Legal Systems Coordinator: 1/03 to 9/06. Coordinated legal program, including supervision of five staff and interns, data coordination, and grant reporting. Led community work on systems issues including serving as chair of Coordinated Community Response committee and law enforcement training. Provided direct services to victims of domestic violence.
- Bilingual Legal Advocate: 9/01 to 12/02. Provided direct legal advocacy services to victims of domestic violence, including support, information and referral, advocacy, and court accompaniment. Covered restraining orders and family, criminal, tenant, and immigration law in English and Spanish.

**Wisconsin Coordinating Council on Nicaragua: Madison, WI**

**1/01 - 8/01**

Special Project Assistant with the National Network of Women Against Violence in Managua, Nicaragua. Collaborator with the data systematization project of the Network's Psychosocial Committee's work with trauma survivors. Co-led workshops and attended training on recovery from trauma related to natural disasters, war, family violence, and others.

**National Association of Social Workers – WI Chapter  
Madison, WI**

**3/00 - 12/00**

Continuing Education Coordinator at statewide information and advocacy organization for professional social workers. Planned and implemented local and statewide conferences with attendance of up to 600 participants. Staffed Continuing Education Committee.

**Centro Hispano of Dane County: Madison, WI**

**3/99 - 3/00**

General Support Coordinator at social service agency serving Latino communities in Dane County. Provided services in Spanish and English in areas such as employment, housing, health care, benefits advocacy, information and referral, legal issues, and emergency assistance. Performed needs assessment, case management, and advocacy with clients. Supervised two interns from the UW-Madison School of Social Work.

**UW Madison Department of Rural Sociology: Madison, WI**

**5/98 - 9/98**

Bilingual (Spanish/English) interviewer for a statewide study about health among migrant agricultural workers. Conducted in-depth interviews with participants about health issues including domestic violence.

**Family Health Medical and Dental Center: Wautoma, WI**

**6/97 - 9/97**

Developed and conducted a needs assessment of health among migrant agricultural workers through focus groups and interviews in Spanish. Translated (Spanish/English) and facilitated the delivery of primary health care services on a mobile medical unit in migrant worker camps around the state.

**Teacher of English as a Second Language**

**1993 - 1995**

Taught English to adult students in institutes and in private classes in San José and Heredia, Costa Rica.

**Family Violence Center: Des Moines, IA**

**1991 - 1992**

Shelter advocate at residential program for victims of domestic violence. Assisted residents with information and support and answered statewide domestic abuse crisis line and child abuse reporting hotline.

**PROFESSIONAL AFFILIATION**

**National Association of Social Workers-WI Chapter, Madison, WI 1997 - Present**

- Secretary of Board of Directors: 7/08 to 4/10.
- Board of Directors and Chair of South Central Branch Committee: 8/05 to 6/08.
- Co-chair of Legislative and Social Policy Committee, 1997 to 1998; member 1997-2001. With other committee members, coordinated Lobby Day Event in 1997 and 1999.
- Graduate Student Representative to the Board of Directors: 1997 to 1998

## **VOLUNTEER EXPERIENCE**

### **UNIDOS Against Domestic Violence: Madison, WI**

**2001 - 2005, 2008**

UNIDOS is a statewide organization that works to improve services to victims of domestic abuse in Latino communities.

- Member of Annual Fundraiser Committee: 2008.
- Board of Directors: 2001 to 2004. Board positions included Vice-President.
- Outreach Committee: 2001 to 2005.

### **Interfaith Coalition for Worker Justice: Madison, WI**

**2003 - 2004**

Assisted low-income, primarily Latino workers with legal and employment-related information, support, and referrals as volunteer bilingual (Spanish/English) advocate at Worker's Rights Center.

### **Dane County Coalition for Neighborhood Child Health**

**2002 - 2003, 2005**

Bilingual (Spanish/English) Family Advocate for the Well Child Clinics of Dane County. Translated for and assisted families at health screening clinics for children.

### **Wisconsin Coordinating Council on Nicaragua: Madison, WI**

**1997 - 2001**

- Social Work Intern, 1997 to 1998. Planned and staffed community events and fundraisers and facilitated communication with organizations in Nicaragua.
- Board of Directors: 1998 to 2001. Board positions included Executive Committee member and member of Women's Empowerment Committee.

### **Wil-Mar Neighborhood Center, Madison, WI**

**9/96 - 5/97**

As Social Work Intern, co-facilitated teen group and assisted with children's afterschool program. Responsible for program planning, evaluation, and grant writing.

### **CeFemina: Centro Feminista de Información y Acción**

**San José, Costa Rica**

**1993 - 1995**

Volunteer for Feminist Center for Information and Action in the domestic violence program Mujer No Estas Sola (Woman, You Are Not Alone). Answered crisis and information line and worked on informational and political campaigns.

**REFERENCES AVAILABLE UPON REQUEST**

## DELORES HENDRICKSON KESSEL

1701 Tall Oaks Drive  
Wausau, Wisconsin 54403  
715-675-4271  
djessel1@gmail.com

### CURRICULUM VITAE

#### EDUCATION

M.S.W. University of Iowa. Practicum done at Family Counseling Center,  
Des Moines, Iowa

B.S. University of Minnesota. Major: Elementary Education

no degree Augsburg College. Minneapolis, Minnesota

#### CERTIFICATES/LICENSES

License #2526 Clinical Social Worker, licensed by the State of Wisconsin Department  
of Regulation and Licensing

#### ACADEMIC TEACHING EXPERIENCE

2/2006-present Adjunct Faculty Member, Concordia University Wisconsin, Wausau  
Cohort

8/2002-5/2011 Adjunct Faculty Member, Northcentral Technical College

2001-present Adjunct Faculty Member, Upper Iowa University.

3/2001-8/2004 Adjunct Internship Supervisor, Upper Iowa University

2003 Curriculum Revision for two Upper Iowa University Courses  
Methods in Human Services I and II : The revisions were approved by  
the State of Wisconsin Department of Regulation and Licensing in  
January of 2004.

#### NON-ACADEMIC SOCIAL WORK EXPERIENCE

8/2010-present Social Worker/Therapist at Bridge Community Health Clinic,  
Wausau, Wisconsin

12/2002-3/2006 Group Facilitator for "Breaking Barriers"

4/2000-12/2002 Group Facilitator for a "Decisions" class

1998-present Social Worker/Therapist

1990-1997 Social Worker/Therapist/Instructor

1989-1990 Hospice Social Worker/Bereavement Coordinator

1987-1988                    **Hospice Social Worker/Bereavement Coordinator/Volunteer Coordinator**

1986-1987                    **Hospice Volunteer Coordinator**

#### **OTHER PROFESSIONAL EXPERIENCE**

Since approximately 2000 I have been a musician/accompanist at Pilgrim Lutheran Church, Wausau WI

Prior to becoming a social worker, I was an elementary school teacher. I have taught in both rural and urban settings in Minnesota, Iowa, Wisconsin, and New South Wales, Australia. Among my unique teaching assignments were developing a talented and gifted program and teaching hearing impaired students. Most of my teaching experience was in regular elementary classrooms. I had a focus on teaching language arts and music.

#### **AWARDS AND HONORS**

April, 2011                    **Outstanding Faculty Member in the Human Services, Upper Iowa University, Wausau Center.**

November, 2003              **Nominee for the Athena Award, an award given annually by the Chamber of Commerce of Marathon County to a woman who has done an outstanding job in helping women develop their leadership potential.**

March, 2003                    **Outstanding Faculty Member in the Human Services, Upper Iowa University, Wausau Center.**

#### **PUBLICATIONS**

2004                              *Through One Woman's Eyes*

2002                              *Starting the Conversation...Preparing for the Final Journey*

#### **PRESENTATIONS**

**Doing culturally appropriate mission work**

**Depression—What It Is and What to Do About It**

**Compassion Fatigue**

**Stress Management**

**Ministry With Older People**

**Talking with Aging Parents about Issues Related to Aging**

**Starting the Conversation...Preparing for the Final Journey: A Dialogue for Health Care Professionals on End-of-Life Issues**

**Journaling for Health**

**Journaling for Health**

**Finding Your Own Spiritual Focus Through Storytelling**

**Caring for Aging Family Members**

**Grief and Loss Issues for Children in Treatment Foster Care**

**Talking With Children About Loss**

**Processing Grief Through Writing**

**Conflict Resolution**

**Redefining the Role of Caregivers for People With Dementia, Difficult Behaviors  
and a Review of the Resources Available for Caregivers**

**Taking Care of the Caregiver**

**Characteristics of Normal Grief**

**Helping Bereaved Children**

**Talking With Children About Death**

**Caring for Aging Parents**

**Caring for Aging Parents**

**Death and Dying**

**Writing About Grief**

**Talking With Children About Death**

#### **AREAS OF SPECIAL INTEREST**

**Aging**

**Attachment/Abandonment Issues**

**Caregiving challenges**

**Death and dying**

**Grief and loss**

**Human development throughout the life cycle**

**Resilience**

#### **VOLUNTEER PROFESSIONAL EXPERIENCE**

**Member of Community Education Committee; End of Life Coalition of Marathon  
County**

**Critical Incident Stress Management Team**

**Docent, Leigh Yawkey Woodson Art Museum**

**A Personal Highlights Tour**

**Interactive Gallery Approaches**

Literacy Volunteer

Farm Finance Mediator, State of Minnesota

**VOLUNTEER COMMUNITY EXPERIENCE**

Co-chairperson for the volunteer committee for the Festival of Trees

Chairperson for the Chocolate Ball

Pianist for the choir at Pilgrim Lutheran Church.

**APPOINTMENTS/ORGANIZATIONS**

Board of Directors, Wausau School Foundation, Wausau, Wisconsin

Board of Directors, Latinos Unidos, Wausau, Wisconsin

Board of Directors, Homme, Inc., Wittenberg, Wisconsin

Board of Directors, Homme Heights, Inc., Wausau, Wisconsin.

Board of Directors, Greater Wausau Christian Services, Wausau, Wisconsin

President, Board of Directors, Wausau Area Suzuki Association, Wausau, Wisconsin

Board of Directors, Wausau Area Suzuki Association, Wausau, Wisconsin

Pilgrim Lutheran Church, Church Council Secretary, Wausau, Wisconsin

Pilgrim Lutheran Church, Church Council, Wausau, Wisconsin

*Revised April, 2011*

**JANE KLEKAMP**  
1932 State Street  
La Crosse, WI 54601  
(h) 608/785-2211  
(w) 608-785-5547

## **CURRENT EMPLOYMENT**

### **Human Services Department Chemical Health and Justice Sanctions Program Manager**

La Crosse County, 400 4<sup>th</sup> Street North, La Crosse, WI  
July 1995 – present

- Through education and information sharing, lead a collaborative effort in designing and implementing evidence based programs for La Crosse County related to criminal justice and substance abuse. Duties also include planning and maintaining a budget, along with staff supervision of 20 people. General knowledge of mental health, substance abuse issues, family dynamics, cultural issues and the criminal justice system.

### **La Crosse County Accomplishments:**

- 1997 – Initiated OWI Program
- 1997 – Initiated Victim Impact Panels
- 2001 – The Criminal Justice Management Council and the County Board of Supervisors approved a corrections philosophy statement which guides program implementation and practice.
- 2002 – Expanded bail monitoring and electronic monitoring
- 2002 – Implementation of Drug Treatment Court
- 2006 – Implementation of OWI Treatment Court/Discontinued the OWI Program
- 2008 – Designed and implemented the Women's Community Based Program
- 2009 – La Crosse County substance abuse services were meshed with Justice Sanctions Programming.
- 2009 – On average, Chemical Health and Justice Sanctions supervise 243 people daily who would have been incarcerated.
- 2009 – On average, Chemical Health and Justice Sanctions provides case management to more than 500 people daily.

## **EDUCATION:**

- Graduated May, 1995  
University of Wisconsin – Madison  
Master of Science – Social Work
- Graduated May, 1989  
University of Wisconsin – La Crosse  
Bachelor of Science – Social Work

## PRESENTATIONS:

- 2009 Wisconsin Counties Association – “Effective Strategies in Dealing with Offenders with Drug and Alcohol Addictions”
- 2009 3<sup>rd</sup> Annual Restorative Justice Conference – “Treatment Courts, What are they? How do they work? Why do they work?”
- 2008 Criminal Law & Sentencing Institute – “Promising Local Initiatives and Programs”
- 2008 Wisconsin Association of Treatment Court Professionals – “Cognitive Behavioral Issues and Drug Court”
- 2007 9<sup>th</sup> Annual Wisconsin Prosecutors Seminar on OWI – “La Crosse County OWI Treatment Court”
- 2007 Seventh Judicial District Training – “OWI Programs”
- 2007 Wisconsin Association of Treatment Court Professionals – “Assessment of People”
- 2006 Presentation to Rock County’s Jail Alternatives Ad Hoc Study Committee
- 2006 Wisconsin Intoxicated Driver Program Assessors Meeting – “Coordinating the Local IDP with the Criminal Justice System”
- 2006 Wisconsin’s 32<sup>nd</sup> Annual Governor’s Conference on Highway Safety – “The Three T’s of OWI”
- 2006 Annual Criminal Defense Conference – “Eliminating Huber, Justice Alternatives: The La Crosse Model for Treatment Instead of Jail”
- 2006 Wisconsin Counties Association – “Alternatives to Incarceration”
- 2005 Wisconsin Association of Treatment Court Professionals – “Learning the “What” and “How” of Treatment Court Development and Implementation”
- 2004 Wisconsin County Human Services Association – “Jail Diversion Program”
- 2004 Wisconsin Department of Health and Family Services – “Opening the Door through Evidence-based Practice”
- 2001 Intoxicated Driver Assessor Conference – “The IDP-Justice Interface”

## TEACHING EXPERIENCE:

- 2007 Viterbo University – Deviance Class
- 2008 Viterbo University – Corrections Class
- 2009 Viterbo University – Corrections Class

## AWARDS:

- 2002 YWCA Tribute to Outstanding Women

## CERTIFIED FACILITATOR:

- Moving On: A Program for Women Offenders
- Thinking for a Change
- Criminal Conduct and Substance Abuse Treatment: Strategies for Self Improvement and Change
- Power and Control: Tactics of Men Who Batter

## **EMPLOYMENT HISTORY AND INTERNSHIP EXPERIENCE**

### **Project Coordinator**

Wisconsin Department of Justice  
Office of Crime Victim Services  
Madison, WI  
September, 1994 – July 1995

- Responsible for coordinating two multidisciplinary domestic violence conferences. Duties included working with an established core committee to organize the conferences and submitting the budget for reimbursement.

### **Graduate Student Intern**

ATTIC Correctional Services  
Sex Offender Treatment Program  
Madison, WI  
September, 1994 – May, 1995

- Plan and co-facilitate groups for offenders who are denying the offense and treatment groups for those who are not denial. Experience co-facilitating groups designed for people with developmental disabilities. Duties included record keeping and submitting reports to the Department of Corrections.

### **Victim/Witness Services Coordinator**

La Crosse County District Attorney's Office  
La Crosse, WI 54601  
1989-1994

- Responsible for coordinating and implementing services for crime victims as directed by State Statute. Duties included submitting a budget, hiring and supervising staff, volunteers and interns. Assisted training law enforcement personnel and domestic violence advocates. Experienced in working with the media and public speaking.

### **Safety Monitor**

Children's Service Society of Wisconsin  
La Crosse, WI  
1993-1994

- Provided emergency monitoring of families who have been identified by Human Services as having issues of abuse and neglect. Duties included record keeping and reporting information to Human Services.

### **Group Facilitator – Men's Abuse Program**

Family and Children's Center  
La Crosse, WI  
1989–1991

- Planned and presented an educational curriculum to men participating in a six month program directed at identifying alternatives to domestic violence.

**Youth Counselor**

Family and Children's Center

La Crosse, WI

1989

- Provided assistance and supervision to adolescent residents while modeling appropriate behavior.

**Crisis Interventionist/Undergraduate Internship**

New Horizons Shelter and Women's Center

1988-1989

- Provided advocacy and support to victims of domestic violence. Conducted intake interviews, provided short term, goal oriented counseling for women and children. Co-facilitated support groups and individual counseling sessions.

**Houseparent**

Monroe County Shelter Care

Sparta, WI

1987-1989

- Provided relief assistance and supervision in a group home setting while modeling appropriate behavior. Responsible for record keeping on individual clients.

Cristina L. Kroeze

12705 E. Minkey Rd.

Darien WI. 53114

608-290-1680

cristina.kroeze@gmail.com

### *Objective*

To gain employment in the field of Education

### *Education*

APSW License 2012

Loyola University

MSW Degree 2011

University of Reggio Calabria, Italy

Studied Abroad-US/Italian Social Differences, 2011

UW-Whitewater

BSW Degree 1998

University- Rock Center

Undergraduate Studies

Blackhawk Technical College

EMT Certification

UW-Stevens Point

Undergraduate Studies

Beloit Memorial High School

Graduate 1988

### *Relevant Experience*

#### **December 2010-present Mental Health Care/Triage Coordinator**

-responsible for providing a broad range of services to mental health/AODA clients and families in cooperation with physicians, nurses, psychotherapists, social workers and other professional interdisciplinary staff and community agency personnel, both inpatient and outpatient. Complete triage assessments for new clients. Assist physicians and psychotherapists with suicidal or crisis clients needing hospitalization. Maintain confidentiality with patient records. Carry a caseload of clients and provide psychotherapy and crisis intervention

#### **May 2010-present Adjunct Instructor, Upper Iowa University-Blackhawk Center**

-instructor for students obtaining degrees in a variety of Human Services fields. Classes include; Social Welfare Policy, Introduction to Psychology, and Ethics and Boundaries

September 2010-December 2010 **Internship/Mental Health Care Coordinator/triage, Beloit Health Systems**

- trained on learning the role of the triage coordinator which included a broad range of coordinated services to mental health/AODA patients and families in cooperation with physicians, nursing, psychotherapists, social workers, and other professional interdisciplinary staff and community agency personnel, both inpatient and outpatient

June 2010- December 2010 **Internship, Beloit Memorial Hospital Dialysis Unit**

- assisted patients in coping with a chronic illness, finances, and any issues relating to dialysis

June 2000-December 2010 **Medical Social Worker, Beloit Memorial Hospital**

- responsible for providing discharge planning, counseling, information and referral, and crisis intervention services to patients, families and employees
- facilitator for cancer support group

August 2000-2002 **Case Worker, Rock County Human Services**

- assessed client needs and eligibility for services
- provided selected agency services to an identified caseload, referring clients to other services as appropriate
- developed and maintained client case records, plans, and reports
- attended and testified at court proceedings
- worked with schools and other agencies to coordinate and facilitate services to clients
- participated in agency and community planning and education

December 1998- August 2000 **Community Director, Harmony Manor Assisted Living Center**

- responsible for the overall management of 25 staff members and 25 residents. Processed payroll, assessed patients for admittance, and provided continuing education for staff

1994-1998 **Financial Resident Assistant, Premier Care Nursing Home**

- responsible for over 100 trust accounts, balanced books, paid residents bills, and assisted with day to day financial transactions

1992-1994 **Residential Living Assistant, Pheasant Run Living Center**

- assisted with daily cares of residents, created activities, and provided a safe environment for resident's with Alzheimer's disease



## Education

Master of Social Work 1993-1995  
University of Minnesota, Duluth Duluth, Minnesota

Named co-chairperson of the Social Work Student Union. Internships included Hospice Duluth-St. Luke's Hospital and Arrowhead Regional Development Commission, Area Agency on Aging, a 7 county agency.

Bachelor of Science 1977-1981  
*University of Wisconsin, LaCrosse LaCrosse, Wisconsin*

Bachelor Degree in Park and Recreation Administration

## Experience

- Facilitated the Prostate Cancer and *Living With Cancer* Support Groups for 8 years.
- Marathon County Critical Incident Debriefing Services Coordinator
- Chairperson of the Bioethics Committee, Development and Revision of policies and procedures
- Conference presenter for Emergency Medical Technicians, Orthopedic-Neurology Nurses' Association, Intensive Care Nurses' Association, Family Practice Residency Program and Trauma Department Conference
- Multiple Conferences to adhere to 30 CEUs, every two years, in compliance with the State of Wisconsin Social Work certification

## Skills

- Experience with a variety of patient populations and disease processes
- Familiarity with Wausau area agencies, staff, support systems, community processes, resources and the importance of collaboration.
- Development of policies and procedures regarding bioethical issues.

## **LESLIE A. MCALLISTER, MSSW**

100 Lakewood Gardens Lane  
Madison, WI 53704  
(608) 245-9642

### **EDUCATION**

**Master's of Science in Social Work**, 1998, University of Wisconsin, Madison, WI  
Concentration Area: Children, Youth and Families with an emphasis on Social Policy

**Bachelor of Arts** in Latin American Studies, 1992, Carleton College, Northfield, MN  
Senior Thesis: "The Effects of Ecological Tourism on Costa Rica's Rainforests"

### **PROFESSIONAL EXPERIENCE**

**Wisconsin Department of Children and Families**, Madison, WI

*Home Visiting Coordinator*, February 2010- present

- Prepares federal grant applications on behalf of the State of Wisconsin
- Develops "Requests for Proposals" to distribute funds for programs and training and technical assistance services related child abuse and neglect prevention
- Administers federal and state home visiting grants to county health and human service departments and community-based organizations
- Oversees the contracts for training and technical assistance to home visiting programs across the state

**Covering Kids and Families/UW-Madison School of Human Ecology**, Madison, WI

*Outreach Specialist*, May 2009 – February 2010

- Staffed the organization's social policy committee
- Prepared position papers on state and federal health care policies
- Developed outreach strategies for child care centers and family serving organizations to help eligible families they serve access health insurance benefits
- Conducted workshops on state and federal health care policy issues for statewide conferences

**Tenant Resource Center**, Madison, WI

*Housing Counselor*, May 2009 – September 2009

- Informed tenants and landlords about their legal rights and responsibilities
- Provided appropriate referrals and information regarding health and social services for low-income tenants

**Macys**, Madison, WI

*Sales Associate*, November 2007 – August 2008

- Assisted customers in the china and housewares departments
- Placed warehouse orders for gifts from bridal registry

**City of Madison/Office of Community Services**, Madison, WI

*Weed & Seed Coordinator*, May 2004 – December 2008

- Increased resident access to and participation in City and other government decision-making processes in three low-income communities
- Worked to improve communication and relationships between police and neighborhood residents
- Identified gaps in social services and worked with neighborhood-based providers to fill them

- Provided extensive leadership development training to low-income residents in the areas of understanding legislative processes, advocacy, engaging others in neighborhood activities, facilitating meetings, and project management

**Interfaith Hospitality Network, Madison, WI**

*Shelter Case Manager, April 2002 – April 2004*

- Developed and implemented case plans with homeless and families transitioning into permanent housing
- Provided appropriate referrals and information regarding health and social services for families in shelter
- Advocated for homeless families in the social services and low-income housing services in Dane County
- Conducted workshops for social service providers and early childhood educators on public benefits and advocacy as a leader of the Dane County Benefits Advocacy Team (BAT)

**Coalition of Wisconsin Aging Groups, Madison, WI**

*Intergenerational Advocacy Coordinator, June 2000 – September 2001*

- Coordinated private foundation grant to develop partnerships with advocates for children and families, persons with disabilities, and the elderly
- Developed grant proposals for local and national foundations and federal and state agencies
- Conducted training for older adults and social service providers on how to influence the legislative process

**Prevent Child Abuse Wisconsin, Madison, WI**

*Program Director, December 1998 - May 2000*

- Coordinated federal grant to expand a statewide network of parent-led support groups
- Conducted workshops at state conferences and regional meetings
- Supervised student interns and volunteers

**Marshall Fields, Madison, WI**

*Sales Associate, April 1994-August 1996*

- Assisted customers in the Gourmet Foods and China, Gifts and Silver departments
- Placed warehouse orders for gifts from bridal registry

## NON-PROFIT BOARD MEMBERSHIP

**Madison Apprenticeship Program, Madison, WI**

Member at large, January 2009-December 2009

Secretary, February 2010-present

**Allied Wellness Center, Madison, WI**

Vice President, October 2010-present

## PROFESSIONAL AFFILIATION

**National Association of Social Workers, Wisconsin Chapter, Madison, WI**

South Central Branch Representative to the Board of Directors, July 2001-June 2004

Legislative and Social Policy Co-Chair, September 1999 – January 2007

Legislative and Social Policy and PACE Committees, October 1996 – December 2007

Prairie

## MAUREEN M. McCARTY

Route 1, Box 104  
Gays Mills, WI 54631  
(608) 734-3293

### Professional Experience

#### **Clinic Coordinator/Psychotherapist, July, 1990 - Present**

Richland County Community Programs, Richland Center, WI

Supervise outpatient mental health workers as well as AODA Counselor. Coordinate all outpatient services for clinic. Actively involved in Community Liaison activities. Provide diagnostic services/crisis assessment. Direct development of program goals/objectives as team leader. Half time caseload - individual/group/family therapy with emphasis on Sexual Abuse/AODA.

#### **School Social Worker, October, 1989 - May 1990**

Keystone Area Education Agency, Elkader, Iowa

Provided wide range of social services to children in five school districts from K-12. Served as consultant to teachers, principals and served as part of assessment/diagnostic team for children with special needs. Provided individual/family/group therapy in the schools.

#### **Social Worker, Outpatient Drug/Alcohol Program, July 1985 - March, 1989**

Veteran's Administration Medical Center, Milwaukee, WI

Provided individual/family/group therapy to chemically dependent veterans, serving as an integral member of the clinic's treatment team. Revised and monitored program guidelines. Acted as liaison to courts, state Probation and Parole Department, and other community agencies. Also served as supervisor for UW-Milwaukee graduate students.

#### **Family Therapist/Liaison, August 1981 to July 1985**

Wyalusing Academy, Prairie du Chien, WI

Provided individual and family therapy to parents and significant others of children in residential treatment. Worked independently and developed job description and duties. Served as liaison to Children's Court and Department of Social Services. Provided aftercare services, school programs, jobs, etc.

#### **Social Work Therapist, July 1980 to August 1981**

Wyalusing Academy, Prairie du Chien, WI

Provided individual and group therapy to adolescents with learning disabilities and emotional/behavioral problems. As Team Leader, was responsible for overall treatment program. Designed and initiated use of behavior checklists on the living units for purposes of treatment and accountability. Acted as liaison to local law enforcement and courts.

#### **State Probation and Parole Agent, November 1979 to July 1980**

Prairie du Chien, WI

Established new office in Prairie du Chien, including hiring clerical staff and setting up office system. Supervised generic caseload of adults and juveniles. Performed all functions related to providing services to the Courts and establishing rapport with law enforcement and other community agencies.

#### **State Probation and Parole Agent, December 1978 to November 1979**

Milwaukee Training Unit, Milwaukee, WI

Supervised new agents and handled small generic caseload. Developed and taught Interviewing Skills Course and taught all other related skills, including segment on use of community resources and the Court system.

#### **State Probation and Parole Agent, April 1976 to December 1978**

(Liaison to Adult Halfway Houses), Milwaukee, WI

Supervised specialized caseload of adults with problems ranging from chemical dependency to mental illness, providing individual and group therapy. Conducted investigations, revocation hearings and prepared pre-sentence reports and probation social reports. As Team Leader, responsible for admissions and discharges. Also served as Scarpelli Hearing Examiner. Made extensive use of community resources.

**Caseworker, November 1968 to April 1976**

Crawford County Department of Social Services, Prairie du Chien, WI

Responsible for generic caseload including: child welfare, Juvenile Court cases, foster home licensing and supervision, and work with multi-problem families and unmarried parents. Supervised student social workers and served as Coordinator for Work Incentive Program.

**Additional Professional Experience**

- \* Secretary - Richland Professionals For Prevention Child Abuse - Present
- \* Guest Lecturer, UW-Milwaukee, 1988.
- \* Research Paper presented for publication to Committee on Problems of Drug Abuse, 1988.
- \* Facilitated Social Work Treatment Classes, UW-Milwaukee, WI 1987-88.
- \* Graduate Student Field Instructor, three years.
- \* Secretary, Alpha Delta Mu, National Social Work Honor Society, 1987-Present.
- \* Appointed Member, Juvenile Justice Advisory Committee, Crawford County, WI, 1980.
- \* Voting Member, Purchase of Service Committee, Milwaukee Region, Bureau of Community Corrections, 1977-78.
- \* Charter Member, Volunteers in Probation Committee, Milwaukee Region, Bureau of Community Corrections, 1977.
- \* Co-Therapist, Sex Offenders Group, 1976-77.
- \* President-Elect and President, Southwest Wisconsin Social Service Association, 1975-76.
- \* Founder and President of Board of Directors, non-profit day care center, Prairie du Chien, WI, 1972-74.

**Education**

**M.S.W.**, University of Wisconsin - Milwaukee, 1985

**B.S.**, Sociology, College of St. Catherine, St. Paul, MN, 1967

**Field Placement**, Brief Family Therapy Center, three semesters, 1984-85

**A.C.S.W.**, 1988

\*Over 6,000 hours supervised post-graduate experience

**References**

Furnished upon request.

Addendum: Maureen M. McCarty

I have been in the social work field since 1967, starting at a State of Minnesota Center for the developmentally disabled. I then worked, beginning in 1968, as a child welfare worker in Crawford County, WI and served in a number of capacities for seven years. I worked as a Probation and Parole Agent, for the State of Wisconsin, both in Milwaukee and in Prairie du Chien. In Milwaukee, I was a trainer and co-developed an interviewing skills program. I've worked with juveniles in residential treatment and as a family therapist. I was at the Zablocki VA Hospital in Milwaukee, working with veterans in the Outpatient Drug and Alcohol Unit for four years. While at that position, I co-published a research paper on methadone maintenance. I also spent one year as a school social worker with Keystone in Iowa, and supervised a county outpatient mental health clinic, in Richland Center for five years. I was in private practice as a licensed clinical social worker for nineteen years. I retired from private practice in 2010 but currently work as a consultant and part-time therapist at Wyalusing Academy in Prairie du Chien. I am on the Board of Directors for the Crawford County Domestic Abuse Task Force. I volunteer twice a month at the Boscobel Free Medical Clinic. I have taught at Upper Iowa University for fifteen years both online and in the classroom.



# CARLO NEVICOSI

469 Forest Park Blvd, Janesville, WI 53545 • 262-510-4877 • [carlonevicosi@gmail.com](mailto:carlonevicosi@gmail.com)

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## Professional References

Jen Patridge  
Deputy Director  
Rock County Developmental Disabilities Board  
3530 N. County Highway F  
Janesville, WI 53547  
608-757-5048

Nicole Heinrich, LCSW  
Mental Health/AODA Team Lead  
Walworth County Department of Health and Human Services  
PO Box 1005  
Elkhorn, WI 53121  
262-741-3200

Mary R. Weeden, R.N., LCSW  
Concordia University  
12800 N. Lakeshore Drive  
Mequon, WI 53097  
262-243-2685

Zeke Wiedenfeld  
Walworth County Assistant District Attorney  
1800 County Rd. NN  
Elkhorn, WI 53121  
262-741-7198

# CARLO NEVICOSI

469 Forest Park Blvd, Janesville, WI 53545 • 262-510-4877 • carlonevicosi@gmail.com

## OUTPATIENT MENTAL HEALTH/AODA CLINIC - MANAGER

Multi-certified mental health professional with experience managing clinical staff and implementing evidence-based interventions in a state-certified Outpatient Mental Health/AODA Clinic.

### Professional Accomplishments

- Implemented Wisconsin's only certified Functional Family Therapy program
- Provided clinical field supervision for graduate students
- Earned a citation-free Outpatient Mental Health Clinic recertification
- Provided staff training in several evidence-based treatment modalities
- Member of Walworth County's OWI Court Development and Implementation Team
- Developed and maintained clinic budgets that returned a surplus during past four budget cycles
- Implemented and facilitated Dialectical Behavioral Therapy program
- Regular guest speaker for UW-Whitewater's Social Work program
- Collaborated with local school districts to develop a joint Juvenile Cognitive Interventions Program and Truancy Abatement Program
- Awarded over one million dollars in competitive grants

### Professional Experience

WALWORTH COUNTY DEPARTMENT OF HEALTH AND HUMAN SERVICES

**Outpatient Mental Health/AODA Program Manager** 2010 - Present

Managed fifteen mental health and AODA professionals. Led numerous strategic initiatives to address issues including adolescent out-of-home placement and drunk driving.

**Outpatient Mental Health Clinic Supervisor** 2007 - 2009

Supervised seven mental health professionals in a state-certified mental health clinic.

**Outpatient Mental Health Clinic Therapist** 2005 - 2007

Conducted comprehensive assessments and provided individual, group, and family psychotherapy for adult and child consumers. Provided emergency mental health services including suicide assessments.

**Division of Children's Services Social Worker** 2000 - 2003

Provided service coordination and ensured permanency and safety for children under court jurisdiction. Provided reports and direct testimony to the court regarding case progress.

### Education

UNIVERSITY OF WISCONSIN – MILWAUKEE

**Master of Social Work, 2005**

UNIVERSITY OF WISCONSIN – MADISON

**Bachelor of Arts in Psychology and Social Welfare, 1999**

### Credentials

Licensed Clinical Social Worker with Substance Abuse Specialty Authorization, Intermediate Clinical Supervisor

## EDUCATION

### **Aurora University – George Williams College • 2010**

- Master of Social Work
- Business Leadership Certificate

### **Upper Iowa University - Madison • 2000**

- Social Work Certification Courses

### **University of Wisconsin – Oshkosh • 1996**

- B.A. in Criminal Justice

## EXPERIENCE

### **Analyst/Project Manager, Performance and Quality Improvement • 2011 – Present**

- *Lutheran Social Services of Wisconsin and Upper Michigan, Inc.*

Led agency-wide project teams that involved a high degree of coordination and collaboration. Worked with programs to enhance service delivery methods, processes, and outcomes. Collected and analyzed data for purposes of quality improvement. Produced comprehensive quarterly reports.

### **Consultant, Continuous Quality Improvement Section • 2010 - 2011**

- *The Management Group for the Wisconsin Department of Children and Families*

Coordinated Quality Service Reviews for county child welfare systems and contracted W-2 agencies. Produced narrative and graph reports summarizing and analyzing outcomes. Presented findings to agency, county and state stakeholders.

### **Clinical Internship, Outpatient Mental Health Unit • 2009 – 2010**

- *Jefferson County Human Services Department*

Provided individual and group services to mental health and substance abuse consumers. Use of trauma-informed assessment and motivational interviewing techniques.

### **Administrative Internship, Children and Family Services • 2008 –2009**

- *Lutheran Social Services of Wisconsin and Upper Michigan, Inc.*

Assisted with program development, implementation and evaluation. Developed best practice policies and procedures. Comprehensive program manager training.

### **Social Worker, Division of Children's Services • 2000 – 2009**

- *Walworth County Department of Health and Human Services*

Provided service coordination to juvenile delinquents and child welfare families under court jurisdiction. Use of competency-based initial assessment. Compiled court reports and provided testimony. Developed termination of parental rights procedures. Co-chair of Children's Services Redesign Committee.

### **Case Manager, Juvenile Probation • 1997 – 2000**

- *Rock County Human Services Department*

Provided service coordination to juvenile delinquents under court jurisdiction. Compiled court reports and provided testimony. Facilitated adolescent treatment groups. Researched and developed Teen Court program.

### **Youth Counselor, Ethan Allen School for Boys • 1996 – 1997**

- *Division of Juvenile Corrections*

Provided direct supervision to offenders. Compiled daily functioning reports.

## PROFESSIONAL CREDENTIALS

### **Wisconsin Department of Regulation and Licensing**

- Certified Social Worker • 1998 – Present

### **University of Wisconsin Extension**

- Certified Project Manager • 2011

REFERENCES

**Sarah Hotchkiss, Executive Director – Children and Family Services**

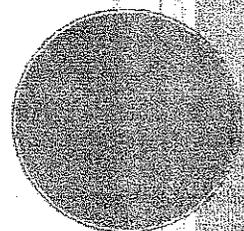
• *Lutheran Social Services of Wisconsin and Upper Michigan, Inc.*  
612 North Randall Avenue, Janesville, WI 53545  
608.752.7660 ext. 5112  
sarah.hotchkiss@lsswis.org

**Harry Hobbs, Section Chief – Continuous Quality Improvement**

• *Wisconsin Department of Children and Families*  
P.O. Box 8916, Madison, WI 53708  
608.264.8525  
harry.hobbs@wisconsin.gov

**Etty Wilberding, Program Manager – Division of Children's Services**

• *Walworth County Department of Health and Human Services*  
P.O. Box 1005, Elkhorn, WI 53121  
262.741.3213  
ewilberd@co.walworth.wi.us



**JENNIFER MARIE PATRIDGE**  
827 Prairie Ave Janesville, WI 53545  
Phone: 608-752-4839  
Email: [jpatridge01@gmail.com](mailto:jpatridge01@gmail.com)

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<b>Work Experience</b>	<p><b>Deputy Director</b> 9/11-Present Rock County Developmental Disabilities Board Janesville, Wisconsin</p> <ul style="list-style-type: none"><li>• Complete annual protective placement reviews</li><li>• Complete court petitions for guardianship</li><li>• Ensure quality services and contract compliance</li><li>• Conduct investigations into abuse and neglect</li><li>• Supervision of staff</li><li>• Review and assess critical incidents</li><li>• Provide community education on developmental disabilities</li></ul> <p><b>Program Manager/Quality Assurance Specialist</b> 11/07 – 9/11 Catholic Charities Janesville, Wisconsin</p> <ul style="list-style-type: none"><li>• Supervision of case managers</li><li>• Ensure contract compliance with DD Board and CIP Funding</li><li>• Hiring and training of new staff</li><li>• Monitor quality assurance standards through file reviews, surveys and critical incident reports</li><li>• Respond to Adult Protective Services investigations</li><li>• Ensure standards for MA Waiver programs</li></ul> <p><b>Case Manager</b> 1/06 - 11/07 Catholic Charities Janesville, Wisconsin</p> <ul style="list-style-type: none"><li>• Monitor and coordinate services for clients and families</li><li>• Maintain required paperwork in an organized and timely manner</li><li>• Monitor quality of services</li><li>• Create case plans and behavior support plans</li><li>• Crisis Intervention</li></ul> <p><b>Program Manager</b> 8/98 - 8/04 KANDU Industries Janesville, Wisconsin</p> <ul style="list-style-type: none"><li>• Planning and implementation of individualized service plans</li><li>• Conduct vocational assessments</li><li>• Plan and conduct intake and orientation of new clients entering the case load</li><li>• Consultation with staff to maximize effectiveness and authenticity of individualized service plans</li><li>• Perform crisis management and other related direct counseling activities</li><li>• Monitor Forward Service and Community Correction programs</li></ul>
<b>Internship</b>	<p><b>Social Work Intern</b> 7/09-5/10 Walworth County Human Services Elkhorn, Wisconsin</p> <ul style="list-style-type: none"><li>• Individual and group therapy</li><li>• Coordinate services for AODA and Mental Health Units</li><li>• Answer Crisis Intervention phone calls</li><li>• Respond to and coordinate mental health and AODA detentions</li></ul>

**Internship**

**Social Work Intern**

Central Wisconsin Center

Madison, Wisconsin

4/08-4/09

- Internship on the Medical Short Term Care Unit for people with developmental disabilities
- Complete intakes and assessments
- Monitor medical evaluation
- Discharge planning

**Education**

**Master of Social Work**

Aurora University

Williams Bay, Wisconsin

8/07 – 5/10

- Nominated Student Representative for MSW program
- Leadership certificate

**Bachelor of Social Work**

Carroll College

Waukesha, Wisconsin

9/94 - 5/98

- Alpha Delta Mu-National Honor Society for Social Workers
- National Honor Society for Social Workers – Treasurer
- University of Nottingham, England  
Student Exchange Program

9/96 - 12/96

# JACQUELYN A. RICE

Licensed Clinical Social Worker (LCSW)  
No. 3837-123

## SUMMARY OF QUALIFICATIONS

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- Skilled at fostering relationships with people of diverse backgrounds.
- A clear and straight forward communicator, skilled in establishing strong, effective client relationships:
- Organized, directed, able to juggle multiple responsibilities.
- Ability to work independently and as a team member.

## PROFESSIONAL EXPERIENCE

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### *Management/Administration*

- Provided direction and coordination for staff within child welfare employment/training programs and mental health staff.
- Wrote policies and procedures to conform to state/federal guidelines. Interpreted and implemented new guidelines.
- Responsible for multi-disciplinary staff, program development, personnel issues and supervision of line staff.
- Directly supervised 10 plus supervisors who oversaw the work of case managers, social workers, clerical support and economic support staff.
- Enhanced interdepartmental teamwork by fostering strong agency wide communication and cooperation.
- Handled media relations, providing an accurate and concise portrayal of various issues related to the organization.
- Motivated staff to improve quality of service delivery within a highly political work environment.
- Possess more than five (5) years' management experience within an urban human service organization.

### *Direct Service/Clinical Practice*

- Psychiatric Social Worker.
- Experienced working with families and individuals.
- Experience with adolescents with a variety of psychosocial issues.
- Experience with psychological assessments

## COMMUNICATION

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- Possess excellent written and verbal communication skills.
- Developed annual reports and request for proposals and authored additional correspondence as required for a management position.
- Created and wrote newsletter for child care providers.
- Developed effective working relationships with community based organizations.
- Used listening and verbal skills to resolve interpersonal issues experienced by staff.

**TRAINING/TEACHING**

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- Developed and taught social work courses for undergraduate and graduate students.
- Presented various workshops and in-service trainings to professional staff.
- Prepared and developed curriculum for professional social workers seeking certification.
- Taught effective written and verbal communication skills to staff.
- Taught, mentored and advised students including preparation of individualized study plans and self-study.
- Approached classroom teaching as a facilitator of student learning, providing a wide range of learning activities in a various, supportive environment.

**LEADERSHIP**

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- As manager for the food stamp program, led the most successful paper conversion to an electronic transfer system. In conjunction with state partners, converted over 10,000 participants.
- As manager within the public funded childcare program area developed and implemented an effective client/participant grievance procedure.
- Served as liaison between Milwaukee County Department of Human Services and community stakeholders. Developed strategies with community stakeholders for effective and efficient management of the Energy Assistance Program. Worked with advocates, community groups and community based agencies to enhance an effective service delivery system.
- Psychiatric social work supervisor with staff engaged in inpatient and outpatient program.
- Managed outpatient public mental health clinic.

**EMPLOYMENT HISTORY**

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2003 to Present: St. Charles Youth and Family Services; Program Manager  
 2000 to Present: Private Practice; Therapist  
 1982 to 2002 – Milwaukee County:  
     ▪ Psychiatric Social Work Supervisor  
     ▪ Branch – Office Manager  
     ▪ Manager – Child Welfare Bureau  
     ▪ Manager – Employment/Training  
 1975 to Present – Instructor – Mount Mary College (part-time)  
 2005 to Present – Instructor – Upper Iowa University (part-time)

**EDUCATION**

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B.S. – North Carolina A & T State University  
 M.S. S. W. – University of Wisconsin-Madison

2676 North Grant Boulevard, Milwaukee, Wisconsin 53210  
 Home Phone: 414-442-6258, Cell Phone: 414-378-2336  
 E-Mail: Jacquelynrice717@hotmail.com

## **Noreen Salzman MSW, LCSW**

2205 Elmwood Boulevard

Wausau, Wisconsin 54403

Phone: 715-573-6789

[nsalzman@hotmail.com](mailto:nsalzman@hotmail.com)

### **PROFESSIONAL EXPERIENCE**

2011 – Present UPPER IOWA UNIVERSITY, Wausau WI

#### **Adjunct Faculty**

- \* Coordinate Human Service Internships
- \* Teach Human Service Internship seminars
- \* Provide support to internship sites
- \* Oversee students in internship placements
- \* Ensure competency requirements met for students seeking certification for the state of Wisconsin

2011 – Present CENTRE FOR WELL BEING, Inc Wausau WI

#### **Therapist – Independent Contractor**

- \* Mental Health therapy from ages 5 through adult

2009 – 2011 STEPPING STONES COUNSELING, Wausau WI

#### **Therapist**

- \* Mental health therapy from ages 5 through adult
- \* Specialized training in EMDR, trauma, women's issues
- \* Responsible for generating referrals, completing all paperwork, maintaining insurance requirements
- \* Provide weekend, evening and crisis coverage

2001- 2010 NORTH CENTRAL HEALTH CARE, Wausau WI

#### **Director, Outpatient Services, Therapist**

- Supervise professional, paraprofessional and support staff
- Develop and implement clinical programming (mental health, alcohol/drug)
- Present workshops, trainings
- Provide coordination and oversight of internships for students in Human Service fields
- Write and implement policies and procedures
- Monitor program compliance with regulatory bodies
- Evaluate program effectiveness and efficiency
- Counsel individuals, couples, families, groups
- Coordinate services and programming with internal departments, community agencies, state coalitions
- Create budget and maintain financial oversight of program

2000-2001

CORNELL UNIVERSITY COUNSELING AND  
PSYCHOLOGICAL SERVICES, Ithaca NY

#### **Therapist**

- Coordinated services between University, hospital and police departments
- Consulted and provided education about mental health issues for campus departments
- Completed biopsychosocial and chemical addiction assessments for students and their partners and counseling
- Conducted emergency assessments during on-call rotation

- 1997-2000 CAYUGA MEDICAL CENTER, Ithaca NY  
**Psychiatric, Hospital Social Worker**
- Supervised social workers on inpatient psychiatric and chemical addictions treatment unit
  - Developed student internship program
  - Provided assessment and short-term therapy
  - Designed and implemented didactic and process groups
- 1996-1997 SOUTHERN ILLINOIS REGIONAL SOCIAL SERVICES,  
Carbondale IL  
**Crisis Management Counselor**
- Assessed and counseled adults experiencing emotional crisis
  - Trained crisis management phone counselors
- 1996-1997 GARY LEMMON & ASSOCIATES, Norris City IL  
**Group Psychotherapist (part-time)**
- Designed and co-facilitated group therapy for women (adult, adolescents) who experienced childhood sexual abuse
- 1996-1997 QUALITY OF LIFE SERVICES, Marion IL  
**Medical Social Worker (part-time)**
- Assessed and counseled homebound adults to facilitate medical recovery or adjustment to chronic medical conditions
  - Provided care-giver support and education
- 1995-1996 SOUTHERN ILLINOIS UNIVERSITY CLINICAL CENTER,  
Carbondale IL  
**Therapy Intern**
- Assessed and counseled individuals, couples, families in outpatient mental health setting
  - Provided on-call crisis intervention
- 1994-1996 SOUTHERN ILLINOIS UNIVERSITY ADULT BASIC  
EDUCATION AND ESL PROGRAM, Carbondale IL  
**Adult Student Assistant**
- Assessed psychosocial needs for adult students
  - Provided vocational training to students
  - Developed cultural sensitivity trainings
- 1987-1994 SOUTHERN ILLINOIS REGIONAL SOCIAL SERVICES,  
Carbondale IL  
**Community Support Supervisor, Social Worker**
- Supervised clinicians working with adults diagnosed with chronic mental illness and substance abuse
  - Counseled, provided case management to adult clients
  - Designed and implemented county NAMI group
  - Served as liaison to state, inpatient psychiatric hospital

- 1986-1987 DANE COUNTY SOCIAL SERVICES, Madison WI  
**Children and Family Social Worker**
- Counseled, provided casemanagement services for ongoing child abuse/neglect families
  - Provided legal testimony, recommendations to the judicial system

**PROFESSIONAL, COMMUNITY ACTIVITY**

- 2007 – 2010 LIEUTENANT GOVERNOR’S TASK FORCE ON WOMEN AND DEPRESSION  
**Executive Committee**
- 2004 – 2010 AMERICAN ASSOCIATION OF UNIVERSITY WOMEN  
**Legal Advocacy Fund Chair**
- 2001- 2005 INTERAGENCY GROUP ON MULTICULTURALISM
- 1997 BIG BROTHERS/BIG SISTERS OF AMERICA  
**Board Member**
- 1996 ILLINOIS ADULT AND CONTINUING EDUCATORS  
**Conference Presenter:** *Hidden Influences on Adult Learners*
- 1995-1996 GRADUATE STUDENT SOCIAL WORK ALLIANCE  
**Fundraising Chair, Graduate Student Representative**
- 1990 INTERNATIONAL ASSOCIATION OF PSYCHOSOCIAL REHABILITATION SERVICES  
**Conference Presenter:** *Medication Compliance with Chronically Mentally Ill Adults*
- 1987-1994 WOMEN’S CENTER (Domestic Violence, Rape Crisis)  
**Shelter Volunteer, Board Member/President**
- 1985-1986 RAPE CRISIS CENTER  
**Volunteer counselor, Trainer**

**EDUCATION, CREDENTIALS**

- 2001 LICENSED CLINICAL SOCIAL WORKER, WI
- 1996 SOUTHERN ILLINOIS UNIVERSITY, Carbondale IL  
**Master of Social Work**  
**Specialization in Health/Mental Health, GPA 4.0/4.0**
- 1986 UNIVERSITY OF WISCONSIN AT MADISON  
**Bachelor of Arts, Social Welfare Honors Program**  
**Bachelor of Arts, Psychology Honors Program**



**Kathleen C. Soehnlein**

3801 N. Hickory Drive

Janesville, WI 53545

608-754-3779

**Education**

**University of Wisconsin – Madison, Madison, WI**

Master Science Social Work (MSSW), May 1988

**University of Wisconsin – Whitewater, Whitewater, WI**

Bachelor of Arts Social Work, May 1972

**Experience**

**Upper Iowa University, BTC Campus, Janesville, WI 3/8/2008-Present**

Instructor

**Rock Communities Youth Network-Janesville, WI 10/2007-7/1/2011**

Program Coordinator

**School District of Janesville, Janesville, WI 1/85-6/07**

Craig High School Social Worker/Coordinator of School-Within-A-School (SWS) program

Improve the academic opportunities available to students facing economic, social, personal and health barriers.

Provide individual, family and group support services.

Facilitate enrollment and scheduling of students in the SWS program.

Presenter educating the public on school district programming.

Instructional Manager for the School-Within-A-School Department

Represent and advocate for the needs of at-risk population to peers, administrators, and community.

Supervise SWS staff, schedule classes, manage conflicts, and facilitate staff meetings.

Co-Coordinator for the Craig Student Assistance Program

Arrange all-school assemblies.

Facilitate a staff/student mentorship program.

Coordinate short-term support groups.

Conduct focus groups and plan future ATODA activities for all Craig students.

Prime for Life Instructor

Teach ATODA classes to students facing expulsion and/or athletic code violations.

**Lutheran Social Services, Madison, WI** 12/80- 10/83

Social Worker for the Unaccompanied Minor Program

Licensed foster homes and placed minors with appropriate families.

Supervised ongoing placements.

**Beloit Daily News, Beloit, WI** 12/79-12/80

Reporter

Researched and wrote articles related to county government.

Wrote human interest articles.

**Rock County Social Services, Janesville, WI** 7/72-12/79

Social Worker

Assisted single mothers with parenting and referred to community agencies.

### Involvement

#### Presently serving on:

The Janesville School District Alcohol, Tobacco and Other Drugs of Abuse Steering Committee

United Way of North Rock County Family and Youth Committee, Janesville, WI

Exchange Club, Janesville, WI

#### Previous service on:

Janesville School District TAGOS Planning Committee

Janesville School District Expulsion Committee

Janesville School District Principal Advisory Committee

Craig/Parker High School Design Team

Craig High School Principal Selection Committee

Rock County Human Services Department Permanency Planning Review Committee

### Other

Wisconsin Licensed as an Independent Social Worker 12/80-present

Awarded Rock County Asset Builder of the Month award 3/06

Beginnings Group Home Board of Directors Member 1/93-8/05

UW-Whitewater Social Work Department Advisory Board Member

10/01-6/07

Field Supervisor for numerous Social Work student interns for UW-Whitewater, UW-Madison and UW-Milwaukee

## **Teresa J. Thomas**

6741 Reston Heights Drive #2  
Madison, WI 53718  
(608)335-9310; [tjclarkthomas@gmail.com](mailto:tjclarkthomas@gmail.com)

### **Work**

#### **Experience**

**Upper Iowa University, Madison, WI**

January 2012-March 2012

*Adjunct Professor*

Duties performed: Taught Social Welfare Policies and Programs as a part of the Human Services Program, prepared an approved course syllabus, constructed and conducted appropriate course assignments (exams, papers, quizzes, etc.).

**UW-Madison, Madison, WI**

August 2011-January 2012

*Associate Lecturer*

Duties performed: Taught Social Work 741, 'Interventions with Children, Youth, and Families' as part of the School of Social Work's Part Time Education Program at the UW Madison campus, prepared an approved course syllabus in the context of the School's curriculum design and in light of accreditation parameters, held regularly scheduled office hours, constructed and conducted appropriate course assignments (exams, papers, quizzes, etc.).

**Disability Rights Wisconsin, Madison, WI**

March 2009- Present

*Family Care and IRIS Ombudsman/Advocate*

Duties performed: Collect client information, investigate complaints in Wisconsin's Long Term Health Care Programs-Family Care/Partnership/IRIS Program, provide information, guidance, self advocacy support, systems advocacy, address outcomes/goals with members, negotiate and mediate cases, conduct several outreach/trainings around state of WI, consultation, conflict resolution, discharge planning for the patients in long term care facilities, assess risk levels for members, prepare documentation for appeals, research applicable statutes/laws/codes, monitor/evaluate family care program compliance within federal and state standards, regulations and laws, represent clients at their appeals hearing and/or grievance hearing, team with other staff on protection and advocacy issues.

**Ho-Chunk Nation Child and Family Services Department, Baraboo, WI**

June 2005- March 2009

*CPS Indian Child Welfare Worker*

Duties performed: Conducted child abuse and neglect investigations, provided case management services, developed and carried out client case plans that assisted families in eliminating or reducing crisis and distress, examined and prepared legal documents for tribal court, provided family welfare services to Ho-Chunk children and families, gathered resource information to assist families, attended IEP meetings for Ho-Chunk children, advocated for children and families during school meetings and/or parent/teacher conferences, collaborated with county social services agencies to provide culturally effective services to Ho-Chunk children and families, prepared and presented information to Ho-Chunk Nation Tribal Court on behalf of the Department of Child and Family Services, public presentations at ICWA conferences and UW Madison, lead case worker duties, produced working documents at agency level, worked closely with county law enforcement and district attorneys on behalf of Ho-Chunk children and their families, collaborated within an interdisciplinary team that included County Workers, County Supervisors, Independent Living Specialists, Mental Health Therapists, Juvenile Justice Workers, AODA Therapists, psychiatrists, psychologists, and medical doctors.

**Arc-Dayton Community Services, Madison, WI**  
*Relief Counselor-Part-Time*

January 2001- August 2011

Duties performed: Assisted in women's issues and cognitive group meetings, assisted clients in conflict resolution and problem-solving skills, developed an educational and vocational book for clients, counseled clients in self-esteem building skills, advocated for clients within the criminal justice system, assisted in finding successful employment and housing for clients, supported clients in self-awareness projects, assisted in locating outreach services for clients, knowledge of CBRF regulations.

**Jefferson County Human Services Intake Department, Madison, WI**  
*Internship*

September 2004- May 2005

Duties performed: Screened intake phone calls, conducted child abuse/neglect interviews in the Intake Department, organized protective service reports and initial assessments in eWISACWIS, assisted clients in finding wrap-around services in their community, attended pre-trial conferences, fact-finding hearings, and dispositional hearings, reviewed kinship care referral forms, conducted Emergency Detention Assessments for the Mental Health Population, assisted in Juv. Delinquency referrals.

**United Cerebral Palsy of Greater Dane County, Madison, WI**  
*Teen Facilitator*

January 2004- May 2005

Duties performed: Teen facilitator for children with developmental disabilities participated in respite for children who have autism, mentored and tutored children with cognitive disabilities after school, organized recreational activities for children with developmental disabilities.

**Children Come First (Community Partnerships), Madison, WI**  
*Internship*

September 2003- May 2004

Duties performed: Used wrap-around individualized service plans to strengthen families and their children, attended and facilitated multi-disciplinary team meetings, participated in Administrative Review Board meetings, advocated for clients during court proceedings, conducted home visits with children and their families, attended and facilitated IEP meetings.

**Guaranty Bank, Madison, WI**  
*Assistant Branch Manager*

October 1999- May 2003

Duties performed: Successfully handled credit cards, checks, and depository security issues, performed customer service duties, accurately maintained case operations during work hours, supervised employees, learned the value of accuracy and efficiency in dynamic bank setting, employed multi-tasking skills to react to changes in a fast-paced environment, taught discipline, teamwork, and dedication through performance-based activities, trained staff on teller duties, products and services, and new account procedures.

**Volunteer  
Experience**

**Velma Hamilton Middle School, Madison, WI**  
*Assistant Special Education Volunteer*

October 1999- June 2001

Duties performed: Assisted children with cognitive and developmental disabilities, mentored and tutored children with cognitive and developmental disabilities, taught children with a cognitive, mental, and developmental disability English and Mathematical skills, facilitated IEP meetings, assisted children who have cognitive and developmental disabilities with communication skills training.

**Family Enhancement Center**, Madison, WI  
*Family Facilitator*

August 1996- May 1997

Duties performed: Developed strong listening skills while counseling single parent mothers, established and maintained good rapport with single parent families, provided a stable childcare setting for single parent mothers, facilitated single parent group meetings.

**Education**

**UW Madison**, Madison, WI  
Bachelor of Science, Human Development & Family Studies & Criminal Justice, May 2003

**UW Madison**, Madison, WI  
Masters of Social Work, Title IV-E Child Welfare Recipient, May 2005

**Honors**

Scholarship winner.  
Dean's List.  
Phi Upsilon Omicron National Honor Society Member in College.  
Student Advisor for Undergraduate Program Committee.  
Student Advisor for Counsel on Academic Advising.

**Other Training**

Expertise in the theory of social work practice  
Knowledge of quantitative and qualitative research methodology  
Knowledge of guardianship processes  
In Process of obtaining APSW license  
Training in social research methods and statistics  
Training on Fatherhood & Child Welfare and AODA & Child Welfare  
Ethics and Boundaries Training  
Experience in Domestic Violence Power and Control  
Indian Child Welfare Act (ICWA) training and certificate  
Basic Cognitive Graphic Interviewing training  
CPR/AED certified  
Knowledge of Microsoft word and excel  
Long Term Health Care Trainings  
Independent Study on attachment between children and their incarcerated mothers

**References available upon request**



# Michael Andrew Wagner

## Personal:

Address: W362 S4701 Stewart Court  
Dousman, WI 53118

Phone: 262-965-3262  
E-mail: [mawagner2@wisc.edu](mailto:mawagner2@wisc.edu)

## Education:

University of Wisconsin – Madison – Currently have dissertator status and anticipate completion of PhD. Degree in Educational Communication & Technology in May of 2012.

University of Wisconsin – Milwaukee – MSSW Degree in Social Work in December of 1974.

University of Wisconsin – Madison – BS Degree in Education in May of 1971  
Graduated with Honors and majors in Sociology and Psychology.

## Employment:

Upper Iowa University – Milwaukee Campus – 3/2007 – Present  
Adjunct Faculty Appointment

National Louis University – Milwaukee Campus – 10/2007 – 7/2009  
Adjunct Faculty Appointment

Waukesha County Department of Health & Human Services – 1/1975 – 4/2005

Intern Supervisor – 9/1999 – 4/2005 – Supervised and provided training for graduate and undergraduate students during their technology related internships.

Computer Coordinator – 1/1987 – 4/2005 – Administered and managed hardware, software applications, and telecommunications systems for staff of 450.

Chief Clinical Social Worker – 1/1981 – 12/1986 – Managed the Clinical Social Work Unit in the Department's inpatient and outpatient mental health facilities.

Field Instructor – University of Wisconsin – Milwaukee – 9/1978 – 8/1980 - Provided supervision and clinical training to graduate students doing field work with the County.

Clinical Social Worker – 1/1975 – 12/1980 – Provided psychotherapy services and specialized in working with non-verbal children under seven and suicidal adolescents.

## Civic Positions:

Kettle Moraine School Board – 6/1979 – 4/2004

Moraine Meadows Subdivision Architectural Control Committee – 2/1987 – Present

## Licenses:

Licensed Clinical Social Worker by State of Wisconsin – No: 412-123

State of Wisconsin Professional Educator License – Secondary areas of General Science, Psychology, and Sociology - File 644516

## **JULIE C. WEINMANN**

N7361 Cty. Rd. XX  
Holmen, WI 54636  
Phone: (608) 526-2558

### **PROFESSIONAL**

**OBJECTIVE:** Career in School Social Work

### **EDUCATION**

*Bachelor of Science Degree in Social Work, University of Wisconsin-LaCrosse  
May 1979*

*Masters Degree in Social Work, University of Minnesota-Twin Cities  
May 2000*

### **EMPLOYMENT**

*August 2003-Present*

School Social Worker, La Crosse School District.

Provides school social work services to high school students and their families. Duties include: case work services, assessment, referral and counseling. Serves as a liaison between home, school and community resources. Works collaboratively with other student services personnel in meeting the needs of students.

*August 2000-June 2003*

School Social Worker/AODA Coordinator, West Salem School District.

Provided school social work services to K-12 students and their families. Responsible for the coordination, development, and implementation of the district's AODA programming, including grant writing and fiscal management.

*October 1994-April 2000*

Social Worker, Gundersen Lutheran Medical Center, Teen Health Service, La Crosse, WI. Provided case management, assessment, short-term counseling and referral services to adolescents and their families. Served as a liaison to area schools, linking students and their families with appropriate resources.

*February 1994-September 1994*

Social Worker, La Crosse County Human Services, La Crosse, WI.

Provided social work services to a disposition case load involving protective services and delinquency cases; provided court disposition services for abused, neglected and delinquent children and their families.

## EMPLOYMENT

*November 1993-January 1994*

Foster Care Social Worker, Childrens Service Society, Wausau, WI.  
Served as a temporary part-time social worker, providing case management to adolescents in treatment foster care.

*February 1993-February 1994*

Hospice Social Worker, Wausau Hospital, Wausau, WI.  
Served as a core multi-disciplinary team member providing necessary social work services to Hospice patients and families.

*August 1979-June 1993*

Social Worker, Homme Youth and Family Programs, Wittenberg, WI.  
Case management responsibilities for male adolescents with emotional and behavioral problems, including delinquency, truancy, and chemical abuse.. (1979-1984)

Unit Supervisor

Responsible for the development and implementation of two residential units serving male adolescents. (1984-1993)

JULIE ANTONSON WILLIAMS, MSSW, CICSW

Home Address: 30631 Demanes Lane, Prairie du Chien, WI 53821  
Tel. 608/326-5404.

Work Address: Gundersen Lutheran Behavioral Health, 710 E. Blackhawk,  
Commerce Court Mall, Prairie du Chien, WI 53821  
Tel. 608/326-2815.

Current Position: Outpatient Psychotherapist with Gundersen Lutheran  
Behavioral Health, since 10/4/99.

Professional Certification: Certified Independent Clinical Social  
Worker, granted by the WI Department of Regulation  
and Licensing since 9/27/93.

Education: Master of Science in Social Work Degree (MSSW)  
University of Wisconsin-Madison, 1983-1989.

Bachelor of Arts Degree, Social Work (BSW) & Psychology  
Wartburg College, Waverly, IA, 1976-1980.

Academic Position: Adjunct Instructor, Upper Iowa University,  
Prairie Center, since 1991. Teaching Human Services,  
Psychology and Social Work Training Certificate classes.

Awards: Who's Who Outstanding Teacher Award, Fall 2000.  
Excellence in Teaching Award from Upper Iowa University,  
Prairie Center in 1995.  
School of Social Work nominee for University Fellowship at  
University of WI-Madison, Spring 1983.  
Regents Scholarship Recipient for full four-year scholarship,  
Wartburg College, 1976-1980.

Professional Experience:

Clinical Social Worker with Crawford County Human Services, Prairie  
du Chien, WI, 2/26/90 to 10/1/99.

Cross-Cultural Social Worker with Metropolitan Indochinese Children  
and Adolescent Services, Boston, MA, 1987 to December 1989.

Administrative Assistant, State Mutual Insurance Company, Boston, MA,  
11/85 to 1987.

Case Management Supervisor, Communities for People, Boston, MA,  
10/84 to 11/85.

Intake Counselor, University Counseling Services, UW-Madison, 1983-4.

Foster Care Social Worker and Refugee Specialist, Lutheran Social  
Services of Iowa, Waterloo, IA, 1980 to 1983.

Professional Affiliations:

National Association of Social Workers  
Domestic Abuse Task Force of Crawford County

Addendum: Julie Antonson Williams

Since 1990 I have been a full-time psychotherapist for adults, children and families in Prairie du Chien, WI, and am currently a clinical social worker with the mental health clinic of Crawford County Human Services. I have been an adjunct faculty member of Upper Iowa University since 1991, teaching classes in the fields of human services, psychology, and for the Social Work Training Certificate. I am a charter member of the Crawford County Domestic Abuse Task Force. I have created and led trainings on diversity, civil rights laws and ADA compliance, ethics and boundaries, depression and anxiety, coping with stress, and other mental health topics. Specialties of my practice include trauma-informed therapy, EMDR, refugee resettlement, and cross-cultural social work including rural practice. Previous professional experience includes providing mental health services to the general population and southeast Asians refugees; serving as the Program Director of the MICAS Summer Program at Commonwealth School; writing grants for state, Commonwealth and federal funds for programs: Boston, MA, 1984-89; Madison, WI, 1983-84; and Waterloo, IA, 1980-83.

JULIE ANTONSON WILLIAMS, MSSW, CICSW

Home Address: 30631 Demanes Lane, Prairie du Chien, WI 53821  
Tel. 608/326-5404.

Work Address: Gundersen Lutheran Behavioral Health, 710 E. Blackhawk,  
Commerce Court Mall, Prairie du Chien, WI 53821  
Tel. 608/326-2815.

Current Position: Outpatient Psychotherapist with Gundersen Lutheran  
Behavioral Health, since 10/4/99.

Professional Certification: Certified Independent Clinical Social  
Worker, granted by the WI Department of Regulation  
and Licensing since 9/27/93.

Education: Master of Science in Social Work Degree (MSSW)  
University of Wisconsin-Madison, 1983-1989.

Bachelor of Arts Degree, Social Work (BSW) & Psychology  
Wartburg College, Waverly, IA, 1976-1980.

Academic Position: Adjunct Instructor, Upper Iowa University,  
Prairie Center, since 1991. Teaching Human Services,  
Psychology and Social Work Training Certificate classes.

Awards: Who's Who Outstanding Teacher Award, Fall 2000.  
Excellence in Teaching Award from Upper Iowa University,  
Prairie Center in 1995.  
School of Social Work nominee for University Fellowship at  
University of WI-Madison, Spring 1983.  
Regents Scholarship Recipient for full four-year scholarship,  
Wartburg College, 1976-1980.

Professional Experience:

Clinical Social Worker with Crawford County Human Services, Prairie  
du Chien, WI, 2/26/90 to 10/1/99.

Cross-Cultural Social Worker with Metropolitan Indochinese Children  
and Adolescent Services, Boston, MA, 1987 to December 1989.

Administrative Assistant, State Mutual Insurance Company, Boston, MA,  
11/85 to 1987.

Case Management Supervisor, Communities for People, Boston, MA,  
10/84 to 11/85.

Intake Counselor, University Counseling Services, UW-Madison, 1983-4.

Foster Care Social Worker and Refugee Specialist, Lutheran Social  
Services of Iowa, Waterloo, IA, 1980 to 1983.

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- Obtain academic credit towards a bachelor's degree in declared major.

**C. Desired Outcomes**

- Obtain a Social Work Supervisor Affidavit from site supervisor attesting to basic competence in case management knowledge, attitude and skills.
- Integrate classroom theory and knowledge into actual social work practice.

**D. Process**

- UIU offers a social work training certificate coursework for students majoring in a closely related field (human services, psychology, or criminal justice). A supervised internship in a social work site is an integral part of this experience.
- The internship consists of 400 hours of increasingly responsible social work practice supervised by a qualified social work site supervisor to gain experience and basic competency in case management (see Appendix A).

**E. Approval Process**

- UIU students must meet the following criteria to qualify for a human services internship:
  - Complete two of the required social work methods/practice classes
  - Receive a letter of recommendation from one faculty member who taught the applicant in any of these classes: PSY/SOC 375, PSY/SOC 377, Social Work Practice I, II, or III
  - Student will submit a written essay and participate in a professional interview. These will be assessed by two staff members chosen by the Center Director; one of those staff members has demonstrated competencies in the social work field. Please see Assessment (Appendix T) for more information.

**The student must declare his/her intent to pursue an internship no later than 16 weeks (2 terms) prior to the target internship start date. While UIU internship coordinators will do their best to provide appropriate internship experiences for each student, it is the student's responsibility to seek and secure the internship under the guidance of the internship coordinator.**

**F. Benefits**

- Benefits to the Intern
 

The internship provides the intern an educational environment where interns have the opportunity to:

  - safely apply knowledge of social problems and issues to immediate entry-level practice situations under competent supervision of certified/licensed social workers;
  - apply the principles and theories of human behavior and development in the social environment to assess the social functioning of clients;
  - explore the most effective theoretical approach for their practice;
  - develop the professional relationships with site staff, the community, and target groups necessary to become professionals;
  - develop the skills to work with diverse populations and deal with issues and consequences of oppression which prevent clients from functioning at a level that meets their basic human needs and prevents self-realization;
  - evaluate their own practice and receive encouragement in self-examination;
  - gain career-related work experience that mutually benefits the intern and the internship site;

- learn job-seeking skills, establishment of professional relationships, and workplace etiquette;
- apply classroom learning to real-life situations;
- enhance employability as a professional by providing training and experience and allowing the intern to develop competency.
- **Benefits to the Site Providing the Internship**  
Although the primary purpose of the internship is to provide learners with the opportunity to develop their professional skills to an acceptable beginning level, there are also benefits to agencies that choose to host an intern. The following is a list of potential benefits:
  - The internship provides additional staff to assist the site in serving clients.
  - The host site has the opportunity to add to the pool of competent social workers in Wisconsin. This unique contribution is critical to the continued development of quality social work services in the state.
  - Through interns who are also currently enrolled as learners, agencies have access to current theory and techniques. Interns are expected to share resources they may have knowledge of through their education at UIU where it is appropriate and helpful to the host site.
- **Benefits to the UIU Social Work Equivalency Program**  
Interns are UIU ambassadors and as such they are essential to developing and maintaining good relationships with regional social service agencies. UIU interns who demonstrate excellent knowledge, skills, and attitudes during their internship give the University a good reputation and strengthen the social work internship program in the community.

## **II. Recommended Reading**

- A. Baird, Brian N. (2008). *The internship, practicum, and field placement handbook: a guide for the helping professions* (5<sup>th</sup> ed). Pearson/Prentice Hall; Upper Saddle River, NJ.
- B. National Association of Social Workers. (2008). *NASW Code of Ethics*. National Association of Social Workers Press, Washington D.C. An online copy of this publication can be downloaded at no charge from: <http://www.socialworkers.org/pubs/code/code.asp>.

## **III. Internship in Context**

### **A. History of Social Worker Certification in Wisconsin**

- After 20 years of Social Workers lobbying for Social Work Certification in Wisconsin, the State Legislature enacted a certification bill in 1992.
- The legislation provided title protection for Wisconsin Social Workers.
- The Wisconsin Department of Regulation and Licensing Sections for Social Work, Professional Counseling and Marriage and Family Therapy are identified under one Joint Examining Board (MPSW). This Board and the Boards for each Section are responsible for credentialing and regulating these three professions.
- In 2002, further legislation was enacted to provide title protection for Certified Social Workers, Certified Advanced Practice Social Workers and Certified Independent Social Workers. The legislation also provided both title protection and practice protection for Licensed Clinical Social Workers. At present, these are the levels of Social Work certification and licensure in Wisconsin.

- The Certified Social Worker requires a bachelor's degree. The other three certifications require a master's degree. (See Appendix B)
  - The Department of Regulation and Licensing became the Department of Safety and Professional Services in September 2011.
- B. History of Social Work Equivalency Program**
- Historically, outlying counties in Wisconsin have found it difficult to attract and retain certified social workers
  - As a part of the 1992 Social Work Certification bill, the Wisconsin State Legislature provided certification under the Wisconsin Social Work Equivalency Program.
  - The Social Work Equivalency Program was an effort to increase the number of bachelor's-prepared social workers practicing in outlying counties by encouraging and enabling residents of outlying counties to become certified bachelor's level social workers and continue to reside in and provide service to their county
  - The Upper Iowa University program has been a DSPS-approved Social Work Equivalency Program since 1997.
- C. Comparison Between a Social Work Equivalency Program and a BSW Program**
- BSW degree is awarded to a student who completes a Social Work training program accredited by the Council on Social Work Education.
  - Social Work Equivalency Program is for students who are enrolled in or have completed a degree in a related field (Psychology, Sociology, Criminal Justice or another human service program) and have maintained a GPA of at least 2.5 in their majors (MPSW 3.13).
  - As of October 1, 2011, Social Work Equivalency Program requires five academic social work courses (human behavior in the social environment, social welfare policy and services, three social work practice classes) and a 400-hour internship. BSW programs include these requirements in their curriculum.
  - The Social Work Equivalency Program requires that the student first obtain a Social Work Training Certificate before qualifying for certification. The BSW Program does not.
  - Both BSW and Social Work Equivalency students need to pass the State Jurisprudence examination and ASWB (national) exam to be certified.
  - Upon successful completion of their programs and examinations, BSW and Social Work Equivalency students both earn the same certification as Certified Social Workers in Wisconsin.
  - The Social Work Equivalency Program may not be accepted in other states as adequate for Social Work Certification.
- D. Requirements Necessary to Earn Certification Under the Social Work Equivalency Program**
- These are described in at the DSPS website, under the Social Work Training Certificate Frequently Asked Questions section. Also see Appendix C for the Advisory Bulletin outlining the October 1, 2011 amendments to the social work training certificate rules (MPSW 3.13 Wisconsin Admin Code)
- E. NASW Code of Ethics**
- Interns should be familiar with the National Association of Social Workers Code of Ethics. This code governs the social worker's relationship to clients, colleagues, agency, and community. It provides social workers with a profession-wide standard of behavior to which all social workers are expected to adhere. That standard of

behavior is a higher standard than what is expected of non-professionals who have a desire to help others.

Specifically, the Code of Ethics commits social workers to continuing professional education, social action, confidentiality, avoidance of dual relationships, full disclosure and informed consent to clients, honesty in practice, and commitment to clients. These and other specific standards are included in the basic ethical principles of the profession, listed below. Interns are expected to develop their understanding of these principles and implement them in their practice at internship site. The NASW Code of Ethics can be found on-line at:

<http://www.socialworkers.org/pubs/code/code.asp>. For those with no access to the internet, copies of the NASW Code of Ethics are available from NASW Press, 750 First Street, NE, Suite 700, Washington, DC 20002-4241

The basic ethical principles of the profession according to the NASW Code of Ethics:

1. The social worker's primary goal is to help people in need and to address social problems
2. Social workers challenge social injustice
3. Social workers respect the inherent dignity and worth of the person
4. Social workers recognize the central importance of human relationships
5. Social workers behave in a trustworthy manner
6. Social workers practice within their areas of competence and develop and enhance their professional expertise.

*See the NASW Code of Ethics for a more detailed discussion of these ethical principles.*

#### **IV. Key Points in the UIU Social Work Internship Program**

- The internship involves 400 hours of supervised field experience at a social work site.
- The internship must be completed over three consecutive UIU terms unless the intern is granted an alternative timeframe by the Assistant Vice President.
- During the internship, the intern must be primarily involved in direct practice rather than simply observing or shadowing a staff social worker.
- The intern must be directly supervised by a qualified social worker, i.e., a social worker with a BSW degree who is certified in Wisconsin or a social worker with a MSW who is licensed in Wisconsin.
- The supervisor must provide the intern with a minimum of one hour of direct supervision during each week of the internship.
- The intern must attend the monthly UIU Social Work Internship Seminars during the three terms of his/her internship.
- The primary purpose of a UIU internship is to give the intern experiential learning to build his/her skills in the required competencies, as stated on page 1, rather than provide the intern with a source of income.
- Most importantly, the intern must understand that the internship is a professional position. Accordingly, the intern is expected to behave in a way that is consistent with the ethical, legal, and occupational standards of the social work profession.

## **V. Roles and Responsibilities**

### **A. Intern Responsibilities**

- Interns are responsible for completing all requirements detailed in this manual and for familiarizing themselves with all internship expectations.
- Interns are responsible for attending all Internship Seminars during the three terms of their internship.
- Throughout the internship, including the application process, the intern is expected to conduct him/herself in a way that is consistent with the ethical, legal, and professional standards explained in the NASW Code of Ethics, the DSPS standards, the Wisconsin Statutes, and the policies, rules, and regulations of the internship site, and the rules and regulations of Upper Iowa University.
- Interns are responsible for working with clients of the internship site. Working with these clients involves a responsibility to be reliable and fully engaged in the process of learning to enhance the well-being of the clients.
- The importance of the internship extends well beyond educational credit. The internship should be treated as any professional position, with absences and schedule changes to be kept to a minimum and approved beforehand by the site supervisor. Any absences or disruption of the internship schedule can have negative effects on the intern's clients and coworkers, and the ability of the site supervisor to assist in the intern's development as a professional through ongoing, consistent supervision.
- UIU recognizes that the intern is a learner-in-training who may make some mistakes through a lack of knowledge or skill. However, by the end of an internship involving direct, supervised practice with clients, the intern is responsible for developing basic competency in the knowledge, attitudes, and skills of a professional social worker.
- An intern may face a number of potential consequences for intentionally violating any ethical, legal, professional, or program standards, including dismissal from the internship program and failure of the internship credits.
- The intern needs to successfully complete an internship to meet the DSPS requirements for social worker certification.
- Non-degree seeking students are responsible for contacting DSPS to determine whether they meet the requirements to participate in the internship process.
- Upon completion of the baccalaureate degree, the intern should contact DSPS about the process of Social Work Certification.
- The intern must submit to the faculty internship advisor his/her log on a weekly basis and journal on a monthly basis.
- The intern should retain personal copies of all internship documents.

### **B. Responsibilities of the Academic Advisor**

- Assure eligibility for internship, academic credits, grade point average, prerequisite social work classes, and assessment process.
- Provide and review manual, intern selection worksheet, and contact information.
- Explain and monitor registration process.
- Refer intern to faculty internship advisor.
- Follow up with intern as needed.
- Provide liaison with and support for the Faculty Internship Advisor.
- Archive internship file for three (3) years.

**C. Responsibilities of the Faculty Internship Advisor**

The Faculty Internship Advisor is a UIU faculty member with a Master's in Social Work (MSW) degree and current licensure in Wisconsin.

- Develop contacts with appropriate agencies and keep a list of sites on file.
- Provide information about potential internship sites and assist in finding an internship site when needed.
- Approve internship site and site supervisor.
- Meet with intern and site supervisor prior to commencement of internship to review roles and responsibilities.
- Review and approve goals and objectives, including the DSPS competencies.
- Review intern logs on a weekly basis (UIU attendance policy).
- Review journals monthly.
- Provide liaison with and support for site supervisor through monthly contact.
- Provide leadership and instruction for all interns through monthly seminars.
- Ensure all forms pertaining to the academic internship are completed.
- Update academic advisor monthly about progress of internship.
- Review and analyze evaluations, seek additional feedback from site supervisor when needed, and assign grades upon completion of required hours for each internship section.
- Maintain internship file and convey it to the academic advisor at the end of the internship.

**D. Responsibilities of the Internship Site Supervisor**

The Internship Site Supervisor must be a qualified social worker: i.e., a social worker with a BSW degree who is certified in Wisconsin, or a social worker with a MSW who is licensed in Wisconsin.

- Coordinate and supervise intern assignments.
- Inform the faculty internship advisor of intern's progress and any problems that may arise in the internship.
- Complete all pertinent forms and evaluations, and return them to the faculty internship advisor in a timely manner.
- Inform intern on the first day of the internship those rules, regulations, policies, and procedures pertinent to the site.
- Ensure the intern receives a variety of assignments for a realistic view of the site's daily functions and to facilitate meeting of intern's goals as they relate to internship competencies.
- Arrange for a minimum of one hour per week of supervision either individually or in a group.
- Report any problems or concerns to the faculty internship advisor.

**E. Responsibilities of the Assistant Vice President for Academic Extension Office**

- Assure compliance of the Upper Iowa University Social Work Equivalency Program with State mandates and DSPS Administrative Code.
- Assist internship site employers with any problems and/or concerns in the absence of the faculty internship advisor for all the functions cited herein.
- Develop all forms, policies, and procedures for the internship program.

- Involvement in code of conduct disciplinary actions (see Upper Iowa University Academic Extension catalog).

## **VI. Summary of Internship Process (see Checklist in Appendix D)**

- At least one full term (8-10 weeks) before the student plans to enroll in the internship, he/she must meet with the academic advisor to assure all academic prerequisites have been met and discuss a possible internship. The academic advisor gives the student an Internship Request and Internship Selection Worksheet (Appendix E). **Note:** New internship sites may require additional lead time for the approval process, especially if the site requires a formal agreement; interns are strongly encouraged to start the internship process as early as possible.
- At least two full terms (16 weeks) before the student plans to enroll in the internship, he/she requests to participate in the assessment process as outlined in section I. D. of this manual. Please see **Appendix T** for the written assignment to be submitted to the student's academic advisor.
- At least two full terms (16 weeks) before the student plans to enroll in the internship, he/she schedules an assessment interview with academic advisor or center director, per center protocol.
- If the student passes the assessment, he/she continues with internship process. If not, the student will meet with his/her academic advisor to review options. Students may participate in the assessment process two times.
- The intern completes the Internship Pre-application and the Internship Site Selection Worksheet and brings them to the academic advisor for review. The academic advisor refers the student to the faculty internship advisor.
- The intern requests a letter of recommendation from his/her Methods/Social Work Practice I or II instructor.
- At least one term before the planned internship, the intern meets with the faculty internship advisor with the completed Internship Application (Appendix F) to develop a strategy for locating a suitable internship site.
- The intern contacts a potential internship site to determine whether the site is willing to consider offering an internship.
- The intern reports the results to faculty internship advisor, including name and phone number of the contact at the site.
- The faculty internship advisor contacts the potential site internship supervisor to assure he/she has the proper credentials, and the site is willing to provide an internship that meets DSPS and UIU requirements.
- The intern registers for first term of internship and consecutive terms during the registration periods.
- The intern schedules a meeting at the site with the site supervisor, faculty internship advisor, and student to clarify expectations, requirements, and responsibilities. All parties sign the Internship Agreement (Appendix G) and the intern and site supervisor sign the Waiver of Liability (Appendix H). The faculty internship advisor retains the original copy of the Agreement and the Waiver and provides the site supervisor and intern with photocopies.
- The site supervisor and the intern agree on weekly schedule for the internship as well as the start date and the projected completion date.

- Before beginning the internship, the intern is responsible for a one-time fee of \$20 for liability insurance. This fee may be covered by financial aid.
- The intern keeps a log of hours and supervision (Appendix I), and a journal throughout the internship. The intern is required to turn the log in weekly and journal in to faculty internship advisor at least monthly.
- Within the first 40 hours of the internship, the intern completes a draft of his/her Learning Goals/Learning Contract for the internship (Appendix J). The intern reviews these with site supervisor and faculty internship advisor. At the end of each term, the intern reviews the learning goals with both the site supervisor and the faculty internship advisor, records progress and any revisions or new goals.
- The intern attends the mandatory monthly Social Work Internship Seminars facilitated by the faculty internship advisor. The purpose of the seminar is for interns to discuss and share each other's learning experiences in his/her internship. Each intern is required to attend all seminars held during her/his three-term internship. Participation in this seminar makes up a part of the intern's overall UIU grade for the internship.
- At the end of each term of internship (approximately 133 hours), the intern ensures the site supervisor completes evaluation of the intern and sends it to the faculty internship advisor (Appendices K, L and M).
- At the end of the internship, the intern completes the self-evaluation and the site evaluation, and sends them to the faculty internship advisor (Appendices N and O).
- At the end of the internship, the intern meets with the faculty internship advisor and reviews a checklist (Appendix P) to assure that all activities and documentation for the internship has been completed. The intern and faculty advisor then sign the checklist to indicate they both agree with it.
- The intern completes the application for the Social Work Training Certificate (Appendix Q) and reviews it with faculty internship advisor before submitting it to DSPS. The SWTC application must be submitted to DSPS on or after the date of degree conferral.
- Intern makes a written request to the UIU Registrar to submit his/her transcript to DSPS showing the date his/her degree was conferred.
- The intern makes sure that the site supervisor completes the Supervisor's Internship Affidavit (Appendix R) and that the supervisor submits it to DSPS along with the job description and learning goals. The intern's SWTC application needs to be sent to DSPS before the transcript and Affidavit. UIU strongly recommends that the entire application process be done within 6-9 months of graduation.

## **VII. Details of the Social Work Equivalency Program**

### **A. Internship Eligibility**

#### **i. Coursework**

- (a) PSY/SOC 391 Social Work Practice I: Individuals and PSY/SOC 392 Social Work Practice II: Families and Groups are required to be completed before the internship.
- (b) SOC 384 Social Welfare Programs and Policies and PSY/SOC393 Social Work Practice III: Communities and Social Institutions are required to obtain a Social Work Training Certificate. It is highly recommended that these courses be completed before the internship.

- (c) In order to meet DSPS requirements, UIU requires as part of the curriculum a cultures class, an ethics class, and a capstone course (ID 498 Senior Project).
  - (d) Complete a recommended 90 credit hours and be within 30 credits of graduation or senior class status with a 2.5 cumulative grade point average in major and grades of C or above in all social work equivalency courses and an overall cumulative grade point average of 2.5.
  - (e) **NOTE:** DSPS requires this coursework be taken at an approved Wisconsin center. Distance education/distance learning courses are not acceptable.
- ii. Pass any criminal and caregiver background checks required and conducted by internship site, and meet any other site requirements, to include but not limited to vaccinations, affiliation agreements, special training, and confidentiality agreements.
  - iii. In addition to the above academic criteria, the intern must demonstrate sufficient interpersonal skills, professionalism, and motivation to be a good candidate for an internship. These qualities will be assessed during the intern's academic work at UIU, in particular during PSY/SOC 391, 392 and 393, Social Work Practice I, II, and III. For those students that have met the requirements to begin an internship, further assessment will be conducted with a written assignment, interview and letter of recommendation. (See Appendix T) Then the faculty internship advisor will initial the internship application.
  - iv. At least one term prior to beginning an internship (8-10 weeks), the Intern must see his/her UIU academic advisor. The advisor will explain the internship eligibility requirements for UIU and the major, and provide the intern with contact information and the Internship Pre-application and the Internship Site Selection Worksheet. (See Appendix E.)
  - v. Complete the Internship Pre-application and the Internship Site Selection Worksheet and meet with your academic advisor to review; you will then make an appointment with the faculty internship advisor.
  - vi. The faculty internship advisor will review the Pre-application and Site Selection Worksheet with the intern and advise on completing the Application for Internship form (Appendix F).
  - vii. Once the intern returns the Application for Internship form to the faculty internship advisor, she/he will review it with the intern and begin assisting in making arrangements for the internship.

**B. Making Arrangements for a Suitable Social Work Internship**

The intern is ultimately responsible for identifying the type of site and/or clients he/she wants for the internship experience, and to locate an appropriate internship site and an appropriate contact within the site. In considering internship sites, the intern should consider the populations of clients he/she would like to work with, the travel distance to the internship site, and the widely varied experiences gained at different agencies. Potential internship sites include agencies dealing with the following: families and children; child welfare; mental health; crisis intervention; senior resources; family social policy; health and human services; corrections and probation; public and independent schools; youth services; hospitals; developmental disabilities; Native American family services; chronic and persistent mental illness; chemical dependency; court services;

immigrant, migrant, and refugee services; victims of abuse; faith-based social services; and neighborhood services. If a site is unable to offer an internship, the intern should consider asking the site if they are aware of other similar agencies that might offer an internship. Many internships are found through networking.

The intern is encouraged to discuss possible internship sites with the UIU faculty internship advisor as early as possible for assistance in locating an appropriate site that meets DSPS criteria. UIU faculty has developed partnerships with several social work agencies interested in offering internships to UIU students. Once a site has been located, the intern will inform the faculty internship advisor of the internship site he/she desires. The faculty internship advisor will then contact the site to assure that an internship is possible and that the site has a qualified social worker willing to provide supervision during the internship. The intern will then send the site an internship application with his/her resume and cover letter and make an appointment for an initial interview. Before the internship is confirmed, the site may require a criminal and/or caregiver background check on the intern.

***Note: if the internship site requires additional agreements to be signed by the University, a longer approval time may result in a delay of internship to a later term.***

After the internship receives a temporary approval from all parties, the faculty internship advisor will meet with the intern and the site supervisor to clarify responsibilities and expectations. Before this meeting, the intern should become familiar with the DSPS Competencies found on page 1 of this internship manual and create some preliminary goals for the internship. These goals will assist the site supervisor in determining what you would like to experience and if site can meet these goals.

Once all parties give the internship a final approval, the faculty internship advisor will complete the Internship Agreement (See Appendix G.) and all parties will sign it. In addition, the intern and the site supervisor will sign the Waiver of Liability (Appendix H). All parties will retain a copy of both documents.

### **C. Registration**

In order to receive academic credit for the internship sections, the intern must enroll in and pay for each internship section during the registration period for each of the three terms. The intern earns 3 semester credits for each completed internship section: PSY 403-41 Internship (Section 1); PSY 403-42 Internship (Section 2); and PSY 403-43 Internship (Section 3, Final Section). To complete each internship section, the intern must log a minimum of 133 contact hours per section for a total of 400 hours and 9 semester credits. It is essential for the intern to register before beginning the internship in order for the intern to have liability coverage under UIU. Before beginning the internship, the intern is responsible for a one-time fee of \$20 for liability insurance (this may be covered by financial aid). Without liability coverage, participation in the internship activities at the internship site may raise certain legal issues regarding the intern's right to have access to client information and malpractice liability. Failure to register may result in suspension or termination of the internship.

#### **D. Goals and Job Description**

Within the first 40 hours of the internship, the intern must finalize the Internship Learning Goals/Learning Contract. The internship learning goals must follow the format in Appendix I in order to relate them to the DSPS-required competencies.

The site supervisor can be a valuable resource in writing the goals in terms of the State competencies. The intern should customize these competencies to reflect the populations served at the internship site and the duties the intern will perform there.

In addition to the Learning Goals/Learning Contract, the intern must complete a job description including the activities and responsibilities he/she will have during the internship. Many internship sites will have intern job descriptions available. If not, work with the site supervisor to develop one. The site supervisor will submit this job description to the DSPS as a part of the documentation necessary for an application for a Social Work Training Certificate. If the intern is completing an internship at his/her place of employment, the description for the paid position may NOT be submitted as the internship job description. The internship is a separate learning experience from the intern's employment.

The final draft of the Learning Goals/Learning Contract and job description, which should be printed on site letterhead, should be completed and signed by the intern, site supervisor and faculty internship advisor.

#### **E. Log and Journals**

Regular submission of the log and journal to the faculty internship advisor makes up a part of the intern's overall UIU grade for the internship.

- 1. Log.** During the internship, the intern will maintain a log of hours spent on internship activities and a journal on his/her experience. The log will summarize daily activities as they pertain to case management and pursuit of the learning goals, and the amount of time spent on those activities. At the bottom of each log is a table for the intern to record all supervision sessions with the site supervisor. The logs are important since they document that the intern has completed the 400 hours of internship and weekly one hour supervision required by DSPS. The logs should be typed and include all the information as the sample log in Appendix J. The current logs are to be submitted to the faculty internship advisor weekly. All activities involved in the internship are to be included in the logged hours.
- 2. Journal.** The journal is intended to be more reflective, showing feelings about and reactions to the internship activities. It is a learning document that will assist the intern to pause to consider his/her experiential learning and organize it in a useful way. The journal should show a growth in confidence and competence, and will offer a place to address challenges and problems and analyze them from different perspectives. Recurring issues may be excellent topics and issues for supervision time, allowing for expansion of skills and competence.

#### **F. Social Work Internship Seminars**

Upper Iowa University provides social work interns with monthly Social Work Internship Seminars. These seminars are a mandatory part of the internship. The purpose of the seminar is for interns to discuss and share learning experiences in their internships, and

further their professional development as social workers. The faculty internship advisor will determine the length of the seminar. Attendance at the seminars is not optional. Each intern is required to attend all seminars held during her/his three-term internship (see UIU Internship Manual Sections IV, V and VI). The seminar is an integral part of the UIU Social Work Internship Program that the Wisconsin Department of Safety and Professional Services (DSPS) has approved. Each intern must participate in all aspects of the UIU Social Work Internship Program for DSPS to accept his/her internship as a part of the UIU Social Work Certification application. Participation in this seminar makes up a part of the intern's overall UIU grade for the internship.

If an urgent situation arises that prevents the intern from attending a seminar, the intern is expected to contact the faculty internship advisor or the seminar facilitator *before* the seminar session and explain that he/she will be absent. Those absent from a seminar session will be required to make up the missed session as determined by the faculty internship advisor.

**G. Site Supervisor Evaluations**

At the end of each term of internship (approximately 133 hours, 267 hours, 400 hours), the site supervisor will complete an evaluation of the intern's performance and send it to the faculty internship advisor (Appendices K, L and M). The faculty internship advisor will then arrange a meeting with the intern and site supervisor to discuss progress in the required competencies.

**H. Intern Evaluations**

At the end of the internship, the intern will complete a self-evaluation (Appendix N) and an evaluation of the internship site (Appendix O).

**I. Completion of the Internship**

The internship will be completed when all the required activities and documentation have been completed and submitted to the faculty internship advisor. (See checklist in Appendix P.) In the event where the intern is not able to fully complete the internship, a grade will be given based on the completed hours of the internship.

**J. Evaluation Standards and Grading Criteria**

The following evaluation criteria are the minimum evaluation criteria for the Upper Iowa University internship. The intern has:

- Recorded a minimum of 400 internship hours;
- Provided complete and thorough logs weekly;
- Provided satisfactory weekly or monthly journal entries;
- Been prompt with all assignments and attended all seminar meetings;
- Earned satisfactory Section 1, Section 2, and Final Evaluations by site supervisor;
- Submitted all required forms/assignments to the faculty internship advisor;
- Grades for the internship will be letter grades with pluses and minuses. (See Appendix S);

*Note: in order for DSPS to accept social work equivalency program coursework, the student must earn a 2.5 cumulative grade point average in major. Upper Iowa University requires grades of C or above in all social work equivalency courses and an over cumulative grade point average of 2.5.*

**K. Social Work Training Certificate Application Process**

After the internship is completed and grades recorded on the student transcript, the intern should obtain an application from DSPS for the Social Work Training Certificate (SWTC), complete it and send it to DSPS. In addition, the student must request that the site supervisor complete the Supervisor's Affidavit for Internship and that he/she send it to DSPS along with the job description. Intern then makes a written request to the UIU Registrar to submit his/her transcript to DSPS showing the date his/her degree was conferred. Note that the student's SWTC application needs to be sent to DSPS before the transcript and Affidavit. The Social Work Training Certificate Application (Appendix Q) and the Supervisor's Affidavit for Internship (Appendix R) can be found on the DSPS website. UIU strongly recommends that the entire application process be done within 6-9 months of graduation.

**L. Internship Site Changes**

If a problem develops during the internship, the intern is encouraged to address this with his/her site supervisor. Inform the faculty internship advisor of the outcome of this discussion. If the intern is not comfortable discussing the problem with the site supervisor, he/she should address the concerns as soon as possible with the faculty internship advisor. A communication process may take place between the intern, faculty internship advisor, and site supervisor to determine appropriate solutions for the situation. Solutions may range from developing strategies for making the internship successful to assisting the intern in finding another internship. It is determined during this communication process if the internship experience will continue at that site. In the case of an intern requiring disciplinary action due to conduct at the internship site, Upper Iowa University reserves the right to deny further placement. The faculty internship advisor will keep the academic advisor and center director apprised of all changes in internship site.

Any change of an Internship site must be accomplished within the first two weeks of the internship term. A change of site will result in the loss of the Internship hours already completed. The entire process of paperwork, site visits and interviews will also need to be completed for the new site.

If issues arise after the second week of the term and before the end of the fifth week of the term the recourse will be to withdraw from the Internship. After the fifth week of the term a failing grade will be issued.

**M. Internship Appeal Process**

The Internship is a part of the regular Upper Iowa University class offerings. Any grade, therefore, is subject to the same right of student appeal that is integral to all other classes.

If an intern wishes to appeal a grade earned in the Internship, they may appeal that grade through the same process as outlined in the Grade Appeal Process section of the Upper Iowa University Academic Extension catalog.

**N. Meeting the Internship Requirement at a Place of Employment**

The internship requirement may also be fulfilled after graduation through at least one year of supervised social work employment. Beyond offering the coursework necessary to obtain a bachelor's degree, UIU is not involved in this option. This option requires that the intern work directly with DSPS. First obtain a Social Worker Training Certificate (SWTC) and have DSPS pre-approve the arrangement. The intern completes at least 400 hours of supervised client contact in not less than 12 months. The supervisor must be a qualified social work supervisor. Prior employment before obtaining a SWTC and DSPS approval cannot be used towards certification. Volunteer experience can never be used. For further information on this option see: Wisconsin Administrative Code Book MPSE 3.13(3)(b) and the DSPS website.

**VIII. Becoming Certified in Wisconsin as a Certified Social Worker**

Once the intern has obtained the Social Work Training Certificate, he/she may work as a Social Worker in Wisconsin for two years. During the two-year period of the training certificate, the Social Work Training Certificate holder must pass the State jurisprudence exam and the National ASWB exam. Once the tests have been passed, the Social Work Training Certificate holder may apply to DSPS to be certified as a Social Worker in Wisconsin.

If the Social Work Training Certificate holder does not complete the certification process within this two-year period, the Social Work Training Certificate will expire and the individual will no longer be able to use the title of "social worker." The training certificate is non-renewable.

**IX. Practical Advice to Interns**

- A. Remember that you are a guest of the social work internship site and your site supervisor. They are an essential part of your learning to become a professional social worker yet are not compensated for their time and effort. Without their willingness to provide you with social work field experience, UIU could not offer you a Social Work Equivalency Program. Treat them with respect, humility, and gratitude throughout your internship.
- B. Your internship is a professional position. It is essential, due to the nature of social work, that you are on time and present every day you are scheduled. You have the same responsibilities as a paid employee. You are not being paid in currency, but rather in invaluable opportunities for hands-on learning, expert supervision, and networks or contacts. Your record at your internship will likely form the basis for recommendations for paid jobs. Good attendance is essential. Avoid calling in because of school or personal issues unless absolutely necessary. Your coworkers and clients will quickly come to depend on you, and you should behave accordingly.
- C. Actively seek feedback throughout your internship, such as, "Am I doing what you expect of me? Is there anything I should be doing that I am not? What am I doing well? What do I need to work on?" Trust the feedback that you get. Most supervisors have extensive supervisory experience and have a good understanding of what is a reasonable skill level to expect from interns. They are also caring, professional people who take their position as your supervisor very seriously. They want to help others become good social workers.
- D. Internships require a different set of skills and knowledge than academic classes. Internship focus is primarily on what you do and demonstrate. Applying knowledge in a

practice way is a real challenge. An intern is not expected to know everything and can ask questions that others might be afraid to ask. Make the most of your learning experience.

- E. Make your special needs explicit. If you have ongoing health needs or family needs, make them known before the start of the internship so that you and your potential supervisor can decide whether or not the site can accommodate your special needs. If you have not discussed special needs ahead of time and they prevent you from performing the essential functions of your position, the site supervisor may terminate the internship.
- F. Make your instructional needs explicit. Each intern is unique in past experience and in desired internship experiences. Supervisors will not know what areas you wish to grow in unless you let them know.
- G. Be willing to stretch outside your comfort zone in learning new skills. Ask for guidance as needed. Be willing to make some mistakes. The internship is meant to be a learning time for you. You are not expected to have mastered every social work skill.
- H. Most people want to be helpful to others. Brainstorm with your supervisor and others at your site regarding possible solutions to problems you come across during your internship. You do not have to figure it all out on your own!
- I. Learn the corporate culture of your internship site as soon as possible. Follow it carefully. Some agencies allow for a great deal of creativity and flexibility, others have a much more formal chain of command staff must go through before they can undertake new projects. Be sure to follow the site dress code.
- J. Familiarize yourself with HIPAA and mandated Client Rights in Wisconsin and understand how they apply within your site.
- K. Keep copies of all your paperwork for UIU and DSPS until you have earned your social work certificate. Occasionally paperwork gets lost and must be resubmitted. If that should happen to you, having copies will make resubmitting a simple matter rather than a full-blown disaster.
- L. The internship gives you an excellent opportunity to put into practice the social work theories and concepts from your course of study. Draw on what you have learned in your classes and relate the cases you are handling to the social work theory you have been studying.
- M. Keep your copy of the NASW Code of Ethics handy at all times, and refer to it when you have some uncertainty or questions about ethical issues in practice.
- N. Learn ways to take care of yourself and reduce stress you may experience. Stress is quite common among helping professionals. Performance anxiety commonly occurs in students just starting their internship. Burnout is often the result of chronic stress and anxiety. Speak with your site supervisor, your faculty internship advisor, and your colleagues about ways they deal with stress, cognitively, physically, and emotionally.
- O. Consider more than one possible way of benefiting your client. Another focal system? Intervention at a different level (i.e., micro, mezzo, macro)? Discuss these in your supervisory sessions.
- P. Frequently consider your effectiveness: working with your site supervisor; developing meaningful ways to evaluate whether your clients are benefiting from your efforts; use of social work research as it applies to your internship.
- Q. Remember, you have much to offer the staff at your internship site: knowledge, attitudes, and skills. Draw on your rich reserves when working with both clients and other professionals.
- R. Develop plans to balance the internship requirements with other important parts of your life. Keep reviewing and updating those plans.

- S. Learn efficient means of writing assessments, records, and case notes, as well as effective ways of using the client's file.
- T. Make sure you become quite proficient in assessing clients, performing intake interviews, developing and implementing appropriate plans, and writing discharge reports. Certified social workers employed in any social work site are expected to be competent in these activities since they are central to the practice of social work.
- U. Learn from whatever happens during your internship. Learning is always possible, whether or not your efforts produce the results you intended. We often learn the most from our mistakes.
- V. Attend any and all workshops, trainings, and seminars relevant to your internship: these may count toward your internship hours. Be sure to plan these activities in consultation with your site supervisor.
- W. Assume responsibility for all internship paperwork, including your Section 1, Section 2, and Final evaluations. No one from UIU will remind you when evaluations are due, and you will not receive a grade for any section until the corresponding evaluation has been submitted.
- X. Join professional social worker organizations, such as NASW. Professional organizations are an ideal way to network, develop contacts in social work agencies, meet potential employers, keep your social work knowledge current, and earn required continuing education credits. Professional organizations frequently have student membership rates.

## X. GLOSSARY

### **B.S.W.**

Bachelor of Social Work

### **Certification**

A process by which an individual seeks to receive official approval from the State Department of Safety and Professional Services (DSPS) to practice social work at a specific and defined level. Successful completion of the process results in the receipt of an official document attesting to the level of practice the individual is approved to practice. Certification is controlled by state statute and is designed for the protection of the public by setting practice standards and controlling who may use the title social worker. *Certification is not a license.*

### **Department of Safety and Professional Services (DSPS)**

Formerly the Department of Regulation and Licensing, the state agency which provides the parameters for, and grants certification for social work.

**State of Wisconsin Department of Safety and Professional Services**

**PO Box 8935**

**Madison WI 53708**

**(608) 266-2112**

**[www.dri.state.wi.us](http://www.dri.state.wi.us) (note: this website subject to change!)**

**Evaluation**

The written and oral process by which an intern is given an opportunity to understand his or her strengths and weaknesses as a potential professional and by which he or she can establish a plan to continue his or her professional development. The evaluation may be used to assist the intern in deciding whether to continue with plans to become a professional.

**Faculty Internship Advisor**

A UIU faculty member with a Master of Social Work and current licensure in Wisconsin who directs and guides the student's internship.

**Intern**

The individual placed in a site for the purpose of preparation for entry into the profession.

**Intern Seminar**

The formal meetings held for all interns for the purpose of discussing the internship experience, integrating an individual's internship experience and sharing learning with other interns.

**Internship**

The arrangement with a social work agency to have a student intern work with a supervisor to provide the intern with field experience in the profession. The internship is designed to prepare learners for entry into the social work profession by assisting them to integrate social work knowledge, ethics, and practice skills.

**Internship Site**

The agency that agrees to accept an intern and to work in partnership with UIU to provide the internship experience to the learner.

**Journal**

A written document prepared by the learner and shared with the site supervisor and the Faculty Internship Advisor that describes the activities of the learner in the internship and his or her personal reactions to those activities. The journal is used to help the learner identify knowledge necessary to perform specific tasks, integrate theory and practice knowledge and skills, and to examine the potential effect of personal values and experience on the professional discharge of social work duties.

**Log**

The record kept by the intern to document hours spent working as an intern in a site and a brief description of daily activities performed as an intern.

**M. S. W.**

Master of Social Work

**NASW Code of Ethics**

The document developed by the National Association of Social Workers to set the ethical practice standards for the profession.

**Site Selection**

The process of identifying the appropriate Internship site that meets the Department of Safety and Professional Services criteria for the Internship. The site selection is accomplished with the support of

the Faculty Internship Advisor. The student is responsible for identifying agencies and appropriate contact personnel within the site. The initial Internship interview should be set up by the student.

**Site Supervisor**

The B.S.W. (certified) or M.S.W. (licensed) social worker who will guide and oversee an intern's progress at their internship location employed by the site hosting the internship who meets the qualifications set by the state social work board.

**Social Work Equivalency Program**

A program that allows individuals to attain social work degree equivalency to a bachelor's degree in social work, and to qualify to take the National social work examination.

**Social Work Training Certificate (SWTC)**

A certificate awarded to DSPS which permits individuals who hold a bachelor's degree from an accredited college or university in psychology, sociology, criminal justice, or another approved human services program to obtain the necessary requirements in order to qualify for a social worker certificate.

**Upper Iowa University Academic Advisor**

The Upper Iowa University Center staff member who provides academic planning assistance to learners.

## **XI. Appendices**

- A. Supervised Pre-Certification Social Work Practice**
- B. Authorized Social Work Practice**
- C. Advisory Bulletin: Amendments to the Social Work Training Certificate Rules**
- D. Checklist for Internships**
- E. Internship Pre-Application and Internship Site Selection Worksheet**
- F. Application for Internship**
- G. Upper Iowa University Internship Agreement**
- H. Waiver of Liability**
- I. UIU Internship Hourly Log**
- J. Internship Learning Goals/Learning Contract**
- K. Site Supervisor's Section 1**
- L. Site Supervisor's Section 2**
- M. Site Supervisor's Final Report**
- N. Intern Self-Evaluation**
- O. Evaluation of Internship Site**
- P. Checklist for Completion of Internship**
- Q. Information and Application Instructions for the Social Worker Training Certificate**
- R. Supervisor's Affidavit for Internship**
- S. Upper Iowa University Standard Grading System**
- T. Pre-Internship Assessment**

Unofficial Text (See Printed Volume). Current through date and Register shown on Title Page.

## Chapter MPSW 4

### SUPERVISED PRE-CERTIFICATION AND PRE-LICENSURE SOCIAL WORK PRACTICE

MPSW 4.01 Supervised pre-certification and pre-licensure social work practice.

Note: Chapter SFC 4 was created as an emergency rule effective April 26, 1993.

Note: Chapter SFC 4 was renumbered ch. MPSW 4 under s. 13.93 (2n) (b) 1., Stats., and corrections made under s. 13.93 (2m) (b) 7., Stats., Register October 2002 No. 562.

**MPSW 4.01 Supervised pre-certification and pre-licensure social work practice.** (1) Supervision of pre-certification or pre-licensure practice of social work under s. 457.08 (3) (c) and (4) (c), Stats., shall include the direction of social work practice in face-to-face individual or groups sessions of at least one hour duration during each week of supervised practice of social work. Such supervision may be exercised by a person other than an employment supervisor. The one hour per week supervision requirement may be averaged out over the course of the period of supervision. The supervisor may exercise discretion as to the frequency, duration, and intensity of the supervision sessions to meet an average of one hour supervised session per week during the supervision period. The person supervising the pre-certification or pre-licensure practice of social work shall have adequate training, knowledge and skill to competently supervise any social work service that a social worker undertakes. Supervision of the professional practice of social work in the applied skills of the profession may be exercised by a person other than an employment supervisor. The supervisor may not permit a supervisee to engage in any social work practice that the supervisor cannot competently supervise. All supervisors shall be legally and ethically responsible for the activities of the social work supervisee. Supervisors shall be able to interrupt or stop the supervisee from practicing in given cases, or recommend to the supervisee's employer that the employer interrupt or stop the supervisee from practicing in given cases, and to terminate the supervised relationship if necessary.

(2) If supervision is provided in group sessions, the group shall consist of no more than 6 persons receiving supervision for every one person providing supervision, and may not credit any time which is primarily social activity with the group or supervisor as part of a supervision session. A supervision session which is provided by more than one supervisor may not be credited for more than the actual time elapsed during the supervision session, not including social activities.

(3) A period of supervised practice of social work shall include, but not be limited to, practice in each of the following activities:

- (a) Evaluation and assessment of difficulties in psychosocial functioning of a group or another individual;
- (b) Developing plans or policies to alleviate those difficulties.
- (c) Intervention, which may include psychosocial evaluation and counseling of individuals, families and groups; advocacy; referral to community resources; and facilitation of organizational change to meet social needs.

(4) At the end of the period of supervised practice, the candidate for certification shall have demonstrated to the candidate's supervisor competence in each of the activities listed in sub. (3).

(5) For applications for licensure as an independent social worker received after November 1, 2002, supervision may be exercised by any of the following:

- (a) A licensed clinical social worker with a master's or doctorate degree in social work.
- (b) A certified independent social worker with a master's or doctorate degree in social work.
- (c) An individual, other than an individual specified in par. (a) or (b) who is approved in advance by the social worker section.

(6) For applications for licensure as a clinical social worker received after November 1, 2002, supervision may be exercised by any of the following:

- (a) An individual licensed as a clinical social worker who has received a doctorate degree in social work.
- (b) An individual licensed as a clinical social worker who has engaged in the equivalent of 5 years of full-time clinical social work.
- (c) A psychiatrist or a psychologist licensed under ch. 455, Stats.
- (d) An individual licensed as a clinical social worker who has received a master's degree in social work.

(e) An individual, other than an individual specified in par. (a), (b) or (c), who is approved in advance by the social worker section.

History: Cr. Register, November, 1993, No. 455, eff. 12-1-93; CR 01-020: am. (1) (b) 1. and 2., Register December 2001 No. 552, eff. 1-1-02; CR 02-105: am. (1), r. (1) (a), (b) and (4), cr. (5) and (6), Register October 2002 No. 562, eff. 11-1-02; CR 03-098: am. (3) (b) and (c) Register January 2005 No. 589, eff. 2-1-05.

# Wisconsin Department of Regulation & Licensing

Mail To: P.O. Box 8935  
Madison, WI 53708-8935

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Phone #: (608) 266-2112

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Madison, WI 53703

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Website: <http://drl.wi.gov>

## WISCONSIN DEPARTMENT OF REGULATION AND LICENSING

### SOCIAL WORK SECTION

#### SOCIAL WORK TRAINING CERTIFICATE

#### SELF-HELP GUIDE FOR EDUCATION

The following may be helpful in self-evaluation, but the only sure way to determine eligibility for a social work training certificate, and the individual courses and experience that may be required, is to submit an application (Form #2159) and transcripts of education, along with a \$10.00 fee, to the Department of Regulation and Licensing for review. Allow 6 to 8 weeks for processing. Applications can be obtained online at [www.drl.wi.gov](http://www.drl.wi.gov). The Department cannot give informal assessments over the phone.

#### 1. What degrees will qualify me for a social work training certificate?

- A bachelors degree in psychology, sociology or criminal justice; or another human service program approved by the Social Work Section will qualify.
- A bachelor's degree in another human services major may qualify, but must be reviewed by the Social Work Section. A masters degree in a human services area may qualify, but must be reviewed.

#### 2. Is my major a human services major?

- Any other human services majors must focus predominantly on coursework related to providing services to individuals with difficulties in psychological and social functioning.
- Human services coursework must include content such as psychology, sociology, crisis intervention, therapeutic interviewing, counseling techniques, child or adolescent welfare, clinical placements and field practicums in social service agencies.
- There must be a course with significant content in professional ethics and values in the helping professions, and a senior seminar or capstone course that pulls together the themes of the helping professions.
- A grade point average of 2.5 or greater in the major is required.

#### 3. What courses will I need to take?

- To count toward the requirements, courses must be taken for academic credit; not job training or seminars. Correspondence courses and independent study courses must be reviewed by the Social Work Section and are rarely accepted, as they don't include needed discussion and practice.
- Four courses are required. Courses may be completed in previous education, or after applying for the certificate.

#### **Requirements:**

- Schools usually know whether their courses have been approved as meeting the training certificate requirements.
- For self-evaluation, look for the following. Course descriptions or syllabi must be submitted for official determination in ambiguous cases.

**Social Welfare Policy and Services:** One 3 credit course with predominant focus on social welfare policy analysis. These courses are usually called "Social Welfare Policy", or a similar title.

**Social Work Practice Methods:** Two 3 credit courses, usually called "Social Work Practice I and II," or similar title. One course usually focuses on practice methods with individuals, the second course usually focuses on practice methods with groups, communities and organizations. Courses in counseling methods that include interviewing may be accepted as meeting the first Methods course requirement, but not both requirements. Research methods and theory courses do not count.

**Human Behavior and the Social Environment:** One 3 credit course, can be called "Human Behavior and the Social Environment", but can also be Human Growth and Development through the Lifespan, Developmental Psychology, or a combination of 3 or more separate courses that cover 3 different phases of the life span.

**APPENDIX D  
UPPER IOWA UNIVERSITY  
CHECKLIST FOR INTERNSHIPS**

Name: \_\_\_\_\_

**BEFORE INTERNSHIP**

- \_\_\_\_\_ Pass assessment process (written essay, interview recommendation letter from Methods/Social Work Practice instructor).
- \_\_\_\_\_ Obtain Pre-application and Site Selection Worksheet from Academic Advisor.
- \_\_\_\_\_ Complete Pre-application and Site Selection Worksheet and meet with Academic Advisor to review these documents.
- \_\_\_\_\_ Selection of internship site and qualified Site Supervisor (B.S.W. or M.S.W. certified or licensed in Wisconsin).
- \_\_\_\_\_ Internship site and Site Supervisor approved by Faculty Internship Advisor.
- \_\_\_\_\_ Complete Application for Internship. Original given to Faculty Internship Advisor; copies to Site Supervisor and Intern.
- \_\_\_\_\_ Internship Agreement completed with Faculty Internship Advisor and Site Supervisor. Original given to Faculty Internship Advisor; copies to Site Supervisor and Intern.
- \_\_\_\_\_ Waiver of Liability signed with Site Supervisor. Original given to Faculty Internship Advisor; copies to Site Supervisor and Intern.
- \_\_\_\_\_ Register for internship Section 1 (PSY 403-41 Internship) \* through myUIU or your Center; make arrangements to pay the \$20 insurance fee.

**DURING INTERNSHIP**

- \_\_\_\_\_ Within the first 40 hours of the internship, complete Internship Learning Goals/Learning Contract with Site Supervisor. Review original with Faculty Internship Advisor and give a final copy to Site Supervisor. Retain a copy of this working document for your records.
- \_\_\_\_\_ Within the first 40 hours of the internship, obtain or develop an Internship Job Description including duties and responsibilities with your Site Supervisor. Review original with Faculty Internship Advisor. Retain a copy of this working document for your records.
- \_\_\_\_\_ Attend monthly Internship Seminars as scheduled by Faculty Internship Advisor.
- \_\_\_\_\_ Submit a signed copy of weekly logs and monthly journals as requested by the Faculty Internship Advisor.
- \_\_\_\_\_ Register for internship Section 2 (PSY 403-42 Internship) \* through myUIU or your Center.
- \_\_\_\_\_ Register for internship Section 3 (PSY 403-43 Internship) \* through myUIU or your Center.

**END OF SECTION 1 (minimum of 133 hours)**

\_\_\_\_\_ Site Supervisor completes Section 1 Evaluation of Intern and returns it to Faculty Internship Advisor.

**END OF SECTION 2 (minimum of 267 hours)**

\_\_\_\_\_ Site Supervisor completes Section 2 Evaluation of Intern and returns it to Faculty Internship Advisor.

**END OF INTERNSHIP (minimum of 400 hours)**

\_\_\_\_\_ Site Supervisor completes Final Evaluation of Intern and returns it to Faculty Internship Advisor.

\_\_\_\_\_ Intern completes Intern Self Evaluation and returns it to Faculty Internship Advisor.

\_\_\_\_\_ Intern completes Evaluation of Internship Site and returns it to Faculty Internship Advisor.

\_\_\_\_\_ Intern meets with Faculty Internship Advisor to complete final checklist (Appendix P)

**\* All Internship candidates must register for each 3 credits of internship (a total of 9 semester hours). You must register just as you would for any course taken at UIU. The courses are: PSY 403-41 Internship; PSY 403-42 Internship; and PSY 403-43 Internship.**

**PLEASE NOTE: If you do not register for your internship prior to the beginning of each term you will not receive academic credit for the internship. In addition, your participation in the internship activities at the internship site may raise certain legal issues regarding your right to have access to client information and liability for you, the agency and Upper Iowa University. As a consequence of this potential problem, UIU will notify the Site Supervisor that your failure to register for each term constitutes an immediate suspension of the internship and may result in a permanent termination of the placement.**

**APPENDIX E**  
**INTERNSHIP PRE-APPLICATION AND SITE SELECTION WORKSHEET**  
**SOCIAL WORK EQUIVALENCY PROGRAM**

**Instructions:** Complete all questions on this form and the attached worksheet. Make an appointment with your Academic Advisor to review this information and consider a potential internship start date. In order to start your internship you must complete all pre-application tasks at the start of your senior year, or at least two terms in advance (whichever is earlier). Refer to Internship Eligibility, page 9.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (work): \_\_\_\_\_

Phone (cell): \_\_\_\_\_ E-mail address (required): \_\_\_\_\_

Class Status: \_\_\_\_\_ Academic Credits Completed: \_\_\_\_\_

Major: \_\_\_\_\_ GPA in Major: \_\_\_\_\_

Social Work Training Certificate coursework GPA: \_\_\_\_\_

**Social Work Equivalency Program Required Courses (check current status):**

1.  I have completed Human Behavior in the Social Environment **OR**  
 I plan to complete Human Behavior in the Social Environment in Term \_\_\_\_\_
2.  I have completed Social Welfare Programs & Policies **OR**  
 I plan to complete Social Welfare Programs & Policies in Term \_\_\_\_\_
3.  I have completed Social Work Practice I: Individuals **OR**  
 I plan to complete Social Work Practice I: Individuals in Term \_\_\_\_\_
4.  I have completed Social Work Practice II: Families & Groups **OR**  
 I plan to complete Social Work Practice II: Families & Groups in Term \_\_\_\_\_
5.  I have completed Social Work Practice III: Social Institutions **OR**  
 I plan to complete Social Work Practice III: Social Institutions in Term \_\_\_\_\_

**Current Status of Internship (check one)**

1.  I know the site where I would like to be placed.
2.  I have contacted the site where I would like to be placed.
3.  I am not sure about the site where I would like to be placed.

Agency: _____
Contact: _____
Phone: _____

I would like to begin my internship in Term \_\_\_\_\_ in Month/Year \_\_\_\_\_

*I understand that I must complete a 9 credit (3 term) internship  
to be eligible to apply for the Social Work Training Certificate*

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Academic advisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

## UIU INTERNSHIP SITE SELECTION WORKSHEET

Intern's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Purpose:** To help students determine potential internship locations that will best meet their educational and training needs.

**Instructions:** Thoughtfully and legibly complete this worksheet: answers must be complete. Return completed Pre-Application and Site Selection Worksheet to your Academic Advisor.

1. List any previous field experience you have had.
  
2. List coursework or skills training beyond the requirements for your major and the Social Work Equivalency program that is relevant to your internship.
  
3. Have you completed the following courses?

a. Human Behavior in the Social Environment	Y/N
b. Social Welfare Programs & Policies	Y/N
c. Social Work Practice I: Individuals	Y/N
d. Social Work Practice II: Families & Groups	Y/N
e. Social Work Practice III: Social Institutions	Y/N
f. Ethics class	Y/N
g. Diversity class	Y/N
  
4. How much time can you allocate to an internship each week over the three terms? (You will be expected to spend approximately 17 hours per week on the internship)
  
5. What practice settings would best match your abilities and interests at this time?
  
6. What types of clients are you most interested in working with at this point in your training? (e.g., ages, presenting concerns, ethnic or cultural backgrounds, etc.)

7. What prior courses, training, or experience have you had working in this setting/with this population?
  
8. What theoretical orientation or social work practice modality is most interesting to you at present?
  
9. What prior courses, training, or experience have you had working with this approach?
  
10. What sort of learning opportunities do you hope to have at your internship site?
  
11. What experience have you already had in these areas?
  
12. What level of responsibility would you like? (e.g., first observe interviews, then do part of them with supervision, then do a complete interview with supervision, then a complete interview with a written report)
  
13. What personal qualities of a supervisor do you think you would work with best?
  
14. What personal styles might challenge you but help you learn?

15. At this point, do you intend to take the state and national social work exams to become a certified social worker?

16. What kind of social work career most interests you at this point?

17. What are your academic plans after having earned your social work training certificate?

18. What internship experiences will be most useful in helping prepare you for your social work career plans? For your academic plans?

19. Do you have any concerns about the limits of your abilities or knowledge? What are they?

20. What concerns or questions do you have about your personal safety or risks relating to placements?

21. Please note any issues that you have not had an opportunity to address above.

**APPENDIX F**  
**UPPER IOWA UNIVERSITY**  
**APPLICATION FOR INTERNSHIP**

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (work): \_\_\_\_\_

Phone (cell): \_\_\_\_\_ E-mail address (required): \_\_\_\_\_

Class Status: \_\_\_\_\_ Academic Credits Completed: \_\_\_\_\_

Major: \_\_\_\_\_ GPA in Major: \_\_\_\_\_

Social Work Equivalency Program coursework GPA: \_\_\_\_\_

I would like to begin my internship in Term \_\_\_\_\_ in Month/Year \_\_\_\_\_

**Days and times available for internship**

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Times					

**Internship Site Information:**

Internship Site: \_\_\_\_\_

Site Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

(Must be a Wisconsin Certified or Licensed Social Worker with a B.S.W. or M.S.W.)

Supervisor phone: \_\_\_\_\_ Supervisor email: \_\_\_\_\_

Supervisor degree: \_\_\_\_\_ B.S.W. \_\_\_\_\_ M.S.W.

Supervisor certification/license: \_\_\_\_\_ C.S.W. \_\_\_\_\_ A.P.S.W. \_\_\_\_\_ L.C.S.W.

**Copies of this form should be filed with the Faculty Internship Advisor and the Site Supervisor**

**APPENDIX G**  
**UPPER IOWA UNIVERSITY INTERNSHIP AGREEMENT**

**The purpose of this agreement is to make a provision for placement of learners from Upper Iowa University for an internship experience.**

Agreement between: \_\_\_\_\_  
(Internship Site)  
and \_\_\_\_\_ of Upper Iowa University - \_\_\_\_\_  
(Learner's Name) (Center Location)

1. We request joint supervision between Upper Iowa University and \_\_\_\_\_  
(Internship Site)
2. The supervision of the learner's progress within his/her educational program will be the responsibility of \_\_\_\_\_ of Upper Iowa University.  
(Faculty Internship Advisor)

This may include an on-site evaluation during internship.

3. The supervision of the learner's internship will be the responsibility of \_\_\_\_\_ of \_\_\_\_\_  
(Site Supervisor) (Internship Site)

The Site Supervisor will be asked to complete periodic evaluations and an exit interview.

4. The agency retains the right to interview the prospective intern and to decide whether to accept the intern candidate.\*
5. The internship should incorporate a meaningful level of activities.
6. It is understood \_\_\_\_\_ may terminate the intern for sufficient  
(Internship Site)  
cause during the placement. Such terminations would follow joint efforts to rectify the circumstances.
7. Learners will be expected to act in a professional and ethical manner.
8. Further stipulations include (if appropriate): \_\_\_\_\_  
\_\_\_\_\_

9. The learner will spend \_\_\_\_\_ hours in this internship, commencing on or about \_\_\_\_\_  
and ending \_\_\_\_\_.

Approved by: \_\_\_\_\_  
(Internship Site)

\_\_\_\_\_  
(Site Supervisors signature/ Title) (Date)

Upper Iowa University: \_\_\_\_\_  
(Faculty Internship Advisor) (Date)

Intern's Signature: \_\_\_\_\_  
(Date)

\* Upper Iowa University does not require background checks. However, we strongly recommend that the internship site require background checks of all interns.

**APPENDIX H**  
**UPPER IOWA UNIVERSITY**  
**WAIVER OF LIABILITY**

I acknowledge that I am participating in an internship for credit. I understand and acknowledge that there is an inherent risk that I might sustain physical injury in the course of my internship. I hereby waive all claims and release Upper Iowa University, its directors, officers, agents and employees from liability for wrongful death, personal injury and property damage caused by the negligence of Upper Iowa University or its directors, officers, agents or employees. In addition, I agree to indemnify Upper Iowa University, its directors, officers, agents and employees and hold them harmless from all liability, including actual costs, expenses and attorney fees incurred by them arising from claims, actions or lawsuits brought against them while I am participating in this internship program.

Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_

Witness from Internship Site: \_\_\_\_\_  
(Name and Title)

Internship Site: \_\_\_\_\_

Internship Location: \_\_\_\_\_  
(City and State)



## APPENDIX J

### INTERNSHIP LEARNING GOALS/LEARNING CONTRACT

Your Internship Learning Goals/Learning Contract needs to be consistent with the six competencies that the Department of Safety and Professional Services (DSPS) expects you to acquire during your 400 hour internship. These competencies appear on page 1 of the UIU Internship Manual. Because of their importance, you should become quite familiar with these six competencies.

At the end of your internship, your agency supervisor will submit to the DSPS the completed Supervisor's Internship Affidavit. On this affidavit, he/she will attest that you have completed a 400 hour internship, that he/she served as your agency supervisor and that you have shown minimal competency in the six competencies they require for certification.

These competencies represent the six major learning goals of your internship. The six DSPS competencies can be learned at all UIU internship sites. However, the specific ways they are attained will differ from site to site and from intern to intern.

Whereas the competencies are stated in more global terms, the sub-goals under each competency need to be stated in very precise, operational terms. In this way, it will be clear whether you have accomplished the goals that correspond with each of the DSPS Social Work competencies.

All sub-goals under each Competency need to meet the following criteria:

**Specific**

- Well defined
- Answers who, what, where, when
- Clear to anyone that has a basic knowledge of the field

**Measurable**

- How you will know it has been achieved

**Agreed Upon**

- Goals are the result of agreement between the intern, the site supervisor and faculty internship advisor

**Relevant**

- Include client's service goals, competencies required by the State Department of Safety and Professional Services and the internship agency as well as the learner's personal goals

**Time Based**

- Set a specific time when the goal will be achieved

In order to remember these criteria for a well defined goal, you can use the acronym **SMART Goals**.

The following goal statement is an example of a SMART Goal that meets all the criteria for goal setting:

*I will 1) read at least 7 professional journal articles on the Stages of Alcoholism, 2) prepare a one page information sheet based on those articles, and 3) at the April 25, 2010 weekly conference at the Hilltop Social Service Agency, distribute the information sheet and present a 5 minute in-service training module based on those readings.*

This goal statement would be a sub-goal under the first DSPS competency (Evaluation and assessment of difficulties in psychosocial functioning of a group or another individual) and is stated in Specific, Measureable, Agreed-upon, Relevant, and Time Based terms.

The Internship Learning Goals/Learning Contract is designed to assist you in setting learning goals for your internship. The six DSPS competencies are printed on the form. Under each competency there are several lines for you to enter your sub-goals in the SMART Goals format and the date you accomplished that goal as well as several more lines for you to enter any new goals that arise during your internship or any modifications to the goals you originally set.

1. Once you become quite familiar with the DSPS's six Social Work competencies, consider your own learning goals, that are the specific knowledge, skills and attitudes you will develop during your internship that correspond with the six Social Work competencies. These specific goals relate directly to the DSPS Social Work competencies but are unique to what you wish to learn and to your internship agency.
2. Work with your site supervisor and faculty internship advisor in developing these specific goals.
3. List each sub-goal under the relevant DSPS competency on the Internship Learning Goals/Contract.
4. Make sure you have stated these sub-goals in SMART Goals format. This will clarify exactly what each of your goals mean and enable you and your supervisor to determine whether you have met your goals.
5. Make sure to review these goals with your site supervisor and your faculty internship advisor.
6. Throughout your internship use the Internship Learning Goals/Learning Contract to record when a goal has been achieved, when a goal has been modified, and any new goal you have set for yourself.
7. Once you have a final draft, print it on agency letterhead and sign it and have your site supervisor and faculty internship advisor countersign it.
8. The completed Internship Learning Goals/Learning Contract will provide you with formal means of documenting the goals you set and accomplished during your internship and the relationship of these goals to the six DSPS competencies.

#### **Example of an Entry on the Internship Learning Goals/Learning Contract**

- I. Evaluation and assessment of difficulties in psychological functioning of a group or individual
  - A. By April 15, 2012, I will be able to correctly complete the SASB intake form without assistance and review it with my supervisor before entering it into the chart.
  - B. By May 1, 2012, I will be able to complete a functional assessment of clients according to agency policies and procedures under direct supervision and write the first draft of a progress note for the chart.

INTERNSHIP LEARNING GOALS/LEARNING CONTRACT

Intern Name: \_\_\_\_\_ Site Supervisor Name: \_\_\_\_\_

Faculty Internship Advisor Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** This contract must be submitted within the first 40 hours of the internship. The intern should review these goals with the Faculty Internship Advisor and the Site Supervisor at the completion 133 internship hours, at 267 internship hours, and upon completion of 400 internship hours.

**I. Demonstrate the ability to: engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities in regard to strengths and difficulties in biological, psychological, sociological, cultural, and spiritual functioning.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**II. Demonstrate intervention skills, including: collecting, organizing, and interpreting client data; assessing client strengths and limitations; using empathy and other interpersonal skills; developing mutually agreed-upon intervention goals and objectives; determining and implementing appropriate intervention strategies; and referring clients to other qualified resources when appropriate.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**III. Develop a mutually agreed-on focus of work and desired outcomes, which may include: implementing prevention interventions that enhance client outcomes; helping clients resolve problems; negotiating, mediating, and advocating for clients; facilitating transitions and endings; referring to community resources; facilitating organizational change to meet social needs based on evaluation and assessment; and critically analyze, monitor, and evaluate interventions.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**IV. Knowledge of other disciplines and resources relevant to the evaluation of clients, plans and policies to alleviate client difficulties, and intervention planning.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**V. Demonstrate cultural competence, based on the NASW Standards for Cultural Competence in Social Work Practice, by intervening effectively on behalf of diverse populations and populations most vulnerable and discriminated against; providing culturally competent services; and collaborating with others to develop services.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**VI. Make ethical decisions by applying standards of the NASW Code of Ethics in the delivery of social work services to clients, and applying relevant Wisconsin laws and administrative rules, as applicable.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

We, the undersigned, agree to evaluate the progress in accomplishing these goals throughout the internship. If difficulties arise, the intern will contact the Site Supervisor and/or the Faculty Internship Advisor to collaborate on developing a resolution.

Intern Signature: \_\_\_\_\_ Site Supervisor Signature: \_\_\_\_\_

Faculty Internship Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX K**  
**UPPER IOWA UNIVERSITY**  
**SITE SUPERVISOR'S SECTION 1 REPORT**  
(minimum of 133 hours)

Intern Name: \_\_\_\_\_

Organization: \_\_\_\_\_

This report should be a narrative summary of experiences and impressions of the intern by the Site Supervisor during the first 1/3 of the internship (133 hours). In the course of your narrative, note the intern's particular areas of strengths as well as areas which might be the focus of further growth.

Please address the following and attach to this form:

1. Extent to which the intern has met his/her stated goals
2. Quality of work (both delivery of services and documentation)
3. Dependability/punctuality
4. Job knowledge
5. Ability to learn
6. Judgment
7. Initiative & creativity
8. Cooperation/ability to work with the Interdisciplinary team
9. Attitude & ability to engage clients
10. Knowledge of and practice within ethical boundaries
11. Acceptance and appropriate use of supervisor feedback

Please indicate the intern's achievement level for this term by circling the appropriate letter grade. The Faculty Internship Advisor will determine the final grade based upon your recommendation and on the intern's effort on assigned paperwork and seminar attendance and participation.

- A Clearly stands out as an excellent performer
- A- Stands out as an excellent performer
- B+ Performs competencies at a level considered to be very good
- B Performs competencies at a level considered to be good
- B- Often performs competencies at a level considered to be good
- C+ Demonstrates a just more than satisfactory performance of competencies
- C Demonstrates a satisfactory performance of competencies
- C- Demonstrates a barely satisfactory performance of competencies
- D+ Quality and quantity of work is below average but verging on acceptable
- D Quality and quantity of work is below average and barely acceptable
- D- Quality and quantity of work is well below average and marginally acceptable
- F Intern unable or unwilling to perform given tasks or behaves in an unethical manner despite repeated warnings. Grounds for internship termination.

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Name typed or printed)

Site Supervisor Signature: \_\_\_\_\_ Title: \_\_\_\_\_

**APPENDIX L**  
**UPPER IOWA UNIVERSITY**  
**SITE SUPERVISOR'S SECTION 2 REPORT**  
(minimum of 267 hours)

Intern Name: \_\_\_\_\_

Organization: \_\_\_\_\_

This report should be a narrative summary of experiences and impressions of the intern by the Site Supervisor during the middle 1/3 of the internship (total of 267 hours). In the course of your narrative, note the intern's particular areas of strengths as well as areas which might be the focus of further growth.

Please address the following and attach to this form:

1. Extent to which the intern has met his/her stated goals
2. Quality of work (both delivery of services and documentation)
3. Dependability/punctuality
4. Job knowledge
5. Ability to learn
6. Judgment
7. Initiative & creativity
8. Cooperation/ability to work with the Interdisciplinary team
9. Attitude & ability to engage clients
10. Knowledge of and practice within ethical boundaries
11. Acceptance and appropriate use of supervisor feedback

Please indicate the intern's achievement level for this term by circling the appropriate letter grade. The Faculty Internship Advisor will determine the final grade based upon your recommendation and on the intern's effort on assigned paperwork and seminar attendance and participation.

- |    |  |
|----|--|
| A  | Clearly stands out as an excellent performer   |
| A- | Stands out as an excellent performer   |
| B+ | Performs competencies at a level considered to be very good  |
| B  | Performs competencies at a level considered to be good   |
| B- | Often performs competencies at a level considered to be good   |
| C+ | Demonstrates a just more than satisfactory performance of competencies   |
| C  | Demonstrates a satisfactory performance of competencies  |
| C- | Demonstrates a barely satisfactory performance of competencies   |
| D+ | Quality and quantity of work is below average but verging on acceptable  |
| D  | Quality and quantity of work is below average and barely acceptable  |
| D- | Quality and quantity of work is well below average and marginally acceptable   |
| F  | Intern unable or unwilling to perform given tasks or behaves in an unethical manner despite repeated warnings. Grounds for internship termination. |

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Name typed or printed)

Site Supervisor Signature: \_\_\_\_\_ Title: \_\_\_\_\_

**APPENDIX M**  
**UPPER IOWA UNIVERSITY**  
**SITE SUPERVISOR'S FINAL REPORT**  
(minimum of 400 hours)

Intern Name: \_\_\_\_\_

Organization: \_\_\_\_\_

**Directions:** Please rate the intern on the following items using by entering the number that corresponds to your assessment. Please also attach a narrative addressing your overall impression of this intern, as well as any areas of particular achievement or limitation.

**The ratings are as follows:**

- 5- Far exceeds reasonable expectations; only a few will merit this
- 4- Usually exceeds reasonable expectations
- 3- Always meets reasonable expectations, but only occasionally exceeds them, most will merit this rating
- 2- Generally meets reasonable expectations, but occasionally falls short
- 1- Often falls short of reasonable expectations
- 0- Insufficient knowledge to make a judgment or not relevant

- \_\_\_ Shows initiative, acts with minimum instructions, and seeks new responsibilities
- \_\_\_ Quality of work- delivery of services
- \_\_\_ Quality of work- documentation
- \_\_\_ Demonstrates commitment to self, peers, and clients by being present and prepared for scheduled shifts
- \_\_\_ Gave sufficient notice when tardy or absent
- \_\_\_ Extent to which assigned tasks were completed on time
- \_\_\_ Extent to which intern approached his/her work and clients with a positive attitude
- \_\_\_ Interpersonal relationships, ability and willingness to work with others in an interdisciplinary team
- \_\_\_ Extent to which intern met his or her stated goals
- \_\_\_ Use of creativity in work within the agency and/or with clients, to the extent the agency allowed
- \_\_\_ Knowledge of appropriate technology necessary for job performance
- \_\_\_ Knowledge of the social work profession and of effective interventions/case management
- \_\_\_ Ability to apply knowledge in a practical and useful manner
- \_\_\_ Ability to learn and apply new information
- \_\_\_ Willingness to seek out supervision when needed
- \_\_\_ Entered supervision meetings with an agenda of things to discuss
- \_\_\_ Capacity for critical self-evaluation
- \_\_\_ Ability to accept constructive criticism and assessment from supervisor and other professionals
- \_\_\_ Ability to apply supervisor feedback appropriately
- \_\_\_ Ability to make appropriate decisions in a timely manner
- \_\_\_ Ability to plan and coordinate work assignments in an organized fashion
- \_\_\_ Acceptance and respect for clients, ability to connect to clients and convey that respect
- \_\_\_ Appropriate use of humor with peers and clients, while also exhibiting understanding of the seriousness of client issues
- \_\_\_ Knowledge of and practice within ethical boundaries
- \_\_\_ Cultural awareness and competence in working with clients from a variety of backgrounds
- \_\_\_ Ability of the intern to recognize personal values, beliefs and biases and how they influence work with clients

Suggested letter grade: \_\_\_\_\_ (See Appendix S)

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Name typed or printed)

Site Supervisor Signature: \_\_\_\_\_ Title: \_\_\_\_\_

**APPENDIX N**  
**UPPER IOWA UNIVERSITY**  
**INTERN SELF-EVALUATION**

Intern Name: \_\_\_\_\_

Organization: \_\_\_\_\_

**Purpose:** Part of the skill of becoming a social worker is self-awareness, especially awareness of yourself in relation to clients and awareness of your strengths and limitations. This evaluation will require you to evaluate skill level as a beginning social worker in a number of areas, as well as your performance in this particular internship employment opportunity.

**Directions:** Please rate yourself on the following items using by entering the number that corresponds to your self-assessment. Feel free to attach comments on a separate sheet of paper.

**The ratings are as follows:**

- 5- Far exceeds reasonable expectations; only a few will merit this
- 4- Usually exceeds reasonable expectations
- 3- Always meets reasonable expectations, but only occasionally exceeds them, most will merit this rating
- 2- Generally meets reasonable expectations, but occasionally falls short
- 1- Often falls short of reasonable expectations
- 0- Insufficient knowledge to make a judgment or not relevant

- \_\_\_ Shows initiative, acts with minimum instructions, and seeks new responsibilities
- \_\_\_ Quality of work- delivery of services
- \_\_\_ Quality of work- documentation
- \_\_\_ Demonstrates commitment to self, peers, and clients by being present and prepared for scheduled shifts
- \_\_\_ Gave sufficient notice when tardy or absent
- \_\_\_ Interpersonal relationships, ability and willingness to work with others in an interdisciplinary team
- \_\_\_ Extent to which goals were met
- \_\_\_ Timely, accurate and thoughtful completion of logs and journals
- \_\_\_ Attendance at all seminars given by faculty internship advisor
- \_\_\_ Use of creativity in work within the agency and/or with clients, to the extent the agency allowed
- \_\_\_ Knowledge of appropriate technology necessary for job performance
- \_\_\_ Knowledge of the social work profession and of effective interventions/case management
- \_\_\_ Ability to apply knowledge in a practical and useful manner
- \_\_\_ Ability to learn and apply new information
- \_\_\_ Willingness to seek out supervision when needed
- \_\_\_ Entered supervision meetings with an agenda of things to discuss
- \_\_\_ Ability to accept constructive criticism and assessment from supervisor and other professionals
- \_\_\_ Ability to apply supervisor feedback appropriately
- \_\_\_ Ability to make appropriate decisions in a timely manner
- \_\_\_ Extent to which assigned tasks were completed on time
- \_\_\_ Ability to plan and coordinate work assignments in an organized fashion
- \_\_\_ Acceptance and respect for clients, ability to make them feel respected
- \_\_\_ Appropriate use of humor with peers and clients, while also exhibiting understanding of the seriousness of client issues
- \_\_\_ Knowledge of and practice within ethical boundaries
- \_\_\_ Cultural awareness and competence in working with clients from a variety of backgrounds
- \_\_\_ Ability to recognize personal values, beliefs and biases and how they influence your work with clients

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX O**  
**UPPER IOWA UNIVERSITY**  
**EVALUATION OF INTERNSHIP SITE**

**Purpose:** To indicate areas where improvement may be made between the internship site and Upper Iowa University and to transmit general information for future interns.

**Directions:** This form is to be completed by the intern and filed with the Faculty Internship Advisor and UIU Center before a final grade will be submitted.

Name of Site: \_\_\_\_\_

Dates of Internship: \_\_\_\_\_

Intern's Name: \_\_\_\_\_

Given below are questions relevant to your internship setting and your field supervisor. Please consider each question carefully, then rate your placement site and site supervisor on each item by entering the number that corresponds to your assessment.

**The ratings are as follows:**

1-Poor, unacceptable    2-Fair, needs improvement    3-Acceptable    4-Very Good    5-Outstanding

- \_\_\_ 1. The placement site offered proper training in procedures and policies at the commencement of the internship.
- \_\_\_ 2. The placement provided good learning opportunities with clients and programs.
- \_\_\_ 3. The placement helped you reach you learning goals.
- \_\_\_ 4. The placement provided a welcoming environment to you as a social work intern.
- \_\_\_ 5. The placement helped you understand the role of social workers within the larger community and as part of the larger interdisciplinary team.
- \_\_\_ 6. The site supervisor was accessible for supervision and consultation on a regular, consistent basis.
- \_\_\_ 7. The site supervisor was knowledgeable and was able to convey that knowledge where helpful and appropriate.
- \_\_\_ 8. The site supervisor helped structure assignments in order to meet you stated goals.
- \_\_\_ 9. The site supervisor was able to offer constructive criticism and evaluation.
- \_\_\_ 10. The placement agency and site supervisor seemed committed to developing greater cultural competence.
- \_\_\_ 11. Overall, how would you rate this placement site?
- \_\_\_ 12. Overall, how would you rate this site supervisor?
- \_\_\_ 13. If your immediate supervisor was someone other than your site supervisor, please rate that person overall.

(Name: \_\_\_\_\_)

Would you recommend this site for future learners?

What are the strengths and limitations of this placement site?

What are the strengths and limitations of this site supervisor?

**APPENDIX P**  
**CHECKLIST FOR COMPLETION OF INTERNSHIP**

**Purpose:** To assure completion of internship steps at the end of each term/section. This form remains in the internship file.

Intern Name: \_\_\_\_\_ Internship Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Internship Dates: \_\_\_\_\_

Faculty Internship Advisor: \_\_\_\_\_

- \_\_\_\_ Internship Application
- \_\_\_\_ Internship Agreement
- \_\_\_\_ Internship Waiver
- \_\_\_\_ Copy of Supervisor License/Certification
- \_\_\_\_ Resume (optional)
- \_\_\_\_ Cover Letter (optional)
- \_\_\_\_ Internship Learning Goals/Learning Contract
- \_\_\_\_ Internship Job Description

**Attendance at Saturday Seminars**

- \_\_\_\_ Section 1
- \_\_\_\_ Section 2
- \_\_\_\_ Section 3

**Log of Hours**

- \_\_\_\_ Section 1
- \_\_\_\_ Section 2
- \_\_\_\_ Section 3

**Journal**

- \_\_\_\_ Section 1
- \_\_\_\_ Section 2
- \_\_\_\_ Section 3

**Hour of Supervision Per Week**

- \_\_\_\_ Section 1
- \_\_\_\_ Section 2
- \_\_\_\_ Section 3

**Supervisor Evaluations**

- \_\_\_\_ Section 1
- \_\_\_\_ Section 2
- \_\_\_\_ Section 3

**Student Evaluations (Section 3)**

- \_\_\_\_ Self-Evaluation
- \_\_\_\_ Site Evaluation

- \_\_\_\_ Discuss obtaining Social Work Training Certificate Application from DSPS
- \_\_\_\_ Discuss having Internship Supervisor Affidavit signed and notarized

# Wisconsin Department of Regulation & Licensing

Mail To: P.O. Box 8935  
Madison, WI 53708-8935

FAX #: (608) 261-7083  
Phone #: (608) 266-2112

1400 E. Washington Avenue  
Madison, WI 53703

E-Mail: [web@drl.state.wi.us](mailto:web@drl.state.wi.us)  
Website: <http://drl.wi.gov>

## EXAMINING BOARD OF SOCIAL WORKERS, MARRIAGE AND FAMILY THERAPISTS AND PROFESSIONAL COUNSELORS

### SOCIAL WORKER SECTION

#### INFORMATION AND APPLICATION INSTRUCTIONS FOR THE SOCIAL WORKER TRAINING CERTIFICATE

#### I. INTRODUCTION

A Social Worker Training Certificate (SWTC) permits individuals who hold a bachelor's degree from an accredited college or university in psychology, sociology, criminal justice, or another approved human services program to obtain the necessary requirements in order to qualify for a social worker certificate.

To obtain a social worker training certificate, individuals must complete the application (Form #2159), pay the required fee, and provide verification of one of the acceptable degrees (see below for further information).

**A social worker training certificate is only valid for a maximum of 24 months and may not be renewed.** However, the SWTC will expire on the date on which the certificate holder receives the results of the national social work examination if that date occurs before the end of the 24 months. SWTC holders may practice as a social worker and use that title.

During the period in which a SWTC is valid, the certificate holder must complete the following requirements in order to obtain the social work certification:

- (1) The required coursework as found in s. MPSW 3.13 (2), Wis. Admin. Code;
- (2) Either a human services internship of at least 400 hours (if not completed as part of the degree program) or one year of supervised social work employment;

Before being eligible to receive a social worker certificate applicants must also pass the national social work examination and the Wisconsin state statutes and administrative rules' examination.

#### II. INSTRUCTIONS FOR OBTAINING A SOCIAL WORKER TRAINING CERTIFICATE

1. Complete the application form (Form #2159), including a notarized signature.
2. Attach \$10.00 required fee to the application. Make the check or money order payable to the DEPARTMENT OF REGULATION AND LICENSING.
3. In addition to the application form and fee, the following supporting documents must be forwarded to the Social Worker Section:
  - a. Certified transcript(s) of all professional education leading to your bachelor's degree (psychology, sociology, criminal justice, or another approved human services program). These must be sent directly to the Section from the academic institution.
  - b. Form #2805 must be completed. Separate course catalog descriptions of your human services program, must also be provided along with individual course descriptions, including the instructors course syllabus or outline for any coursework you have identified on Form #2805 unless they appear on the list of approved courses for the social worker training certificate. The list of approved courses is available on the department website at <http://drl.wi.gov>.

## Wisconsin Department of Regulation & Licensing

- c. If your major is something other than sociology, criminal justice or psychology, Form #2807 must be completed. Separate course catalog descriptions of your human services program must also be provided along with individual course descriptions, including the instructors course syllabus or outline for any coursework you have identified on Form #2807.

### III. INSTRUCTIONS FOR OBTAINING A SOCIAL WORKER CERTIFICATION

Upon successful completion of all of the requirements under the SWTC, the following items must be submitted before a "basic level" social work certification credential will be issued:

1. An application form (Form #1992) and the required fee (may be submitted after the training certificate is issued).
2. An official transcript of the courses required under s. MPSW 3.12 (2), Wis. Admin. Code, and the college catalog course descriptions, and the instructor's course syllabus, unless they appear on the list of approved courses for the social worker training certificate. The list of approved courses is available on the Department of Regulation and Licensing website at <http://drl.wi.gov>. (If this was submitted with your original SWTC application, these items do not need to be resubmitted.)
3. Either the Supervisor's Affidavit for Employment form (Form #2802) or the Supervisor's Affidavit for Internship (Form #2801).
4. An official description of the duties performed by the applicant during the internship or employment period.
5. Evidence of having passed the national social work examination. (This information will be forwarded to the Section by ASWB.)
6. Evidence of having passed the Wisconsin statutes and rules' examination. (This information will be forwarded to the Section.)

### IV. NOTE:

If you hold a social worker training certificate and have not completed all the requirements for obtaining the social work certificate, and you have failed the national exam, your social worker training certificate (SWTC) must be returned to the Social Worker Section c/o the Department of Regulation and Licensing, and you may only become certificated as a social worker by obtaining a bachelor's or master's degree in social work. You must also stop using the title "social worker."

If you hold a social worker training certificate and have completed all the requirements for the training certificate, but you have failed the national exam, you must return your social worker training certificate (SWTC) to the Social Worker Section c/o of the Department of Regulation and Licensing and you must stop using the title "social worker." However, you may retake the examination following the 90-day waiting period.

Please have all documents addressed to:

SOCIAL WORKER SECTION  
DEPARTMENT OF REGULATION AND LICENSING  
PO BOX 8935  
MADISON, WI 53708-8935

# Wisconsin Department of Regulation & Licensing

Mail To: P.O. Box 8935  
Madison, WI 53708-8935

1400 E. Washington Avenue  
Madison, WI 53703

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Website: http://drl.wi.gov

## EXAMINING BOARD OF SOCIAL WORKERS, MARRIAGE AND FAMILY THERAPISTS AND PROFESSIONAL COUNSELORS

### SOCIAL WORKER TRAINING CERTIFICATE

### SUPERVISOR'S AFFIDAVIT FOR INTERNSHIP

(This form should be completed only for those who did an internship.)

1. This affidavit is to be completed by the applicant's supervising social worker, who must have a BSW or MSW degree and State of Wisconsin social work certification.

Supervisor's name: \_\_\_\_\_

Applicant's name: \_\_\_\_\_

2. This affidavit must be accompanied by an official description of the duties performed by the applicant during the time period indicated. The position must provide experience in direct practice with clients in all areas described below, and this practice must comprise a predominant part of the experience. The position must give the applicant direct responsibility for the areas listed on the affidavit, and not be one of assisting, observing others perform, or being primarily the manager of others who perform

3. The supervisor must send the notarized affidavit with position description and internship documents directly to Social Work Section, Wisconsin Department of Regulation and Licensing, P.O. Box 8935, Madison, WI 53708.

**This applicant's internship was:**

\_\_\_\_\_ Under the auspices of a college or university as part of the applicant's degree program.

\_\_\_\_\_ Under the auspices of a college or university while the applicant was holding the training certificate.

\_\_\_\_\_ Other: Please explain: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name of sponsoring college or university: \_\_\_\_\_

## Wisconsin Department of Regulation & Licensing

To be completed by the supervising social worker:

**Please print**

Applicant's Name:	
Dates of Internship:	From: _____ To: _____
Hours per Week:	
Total number of hours of internship:	
Agency Name:	
Agency Location / Address:	
Position/Title in the agency equivalent to the duties that the applicant provided during internship:	
<u>Supervising Social Worker:</u>	Name: _____
	Position / Title: _____
	Degree: _____ BSW _____ MSW
	Credential # _____ Type of: _____ Credential

# Wisconsin Department of Regulation & Licensing

Applicant's name: \_\_\_\_\_

(Print)

**Supervisor: Please initial each space below to certify.**

\_\_\_\_\_ I certify that I provided direct, on-site supervision of the above-named applicant in a human services **internship** which involved direct practice with clients, and which provided training and experience in all of the areas listed below.

- \_\_\_\_\_ a. Evaluation and assessment of difficulties in psychosocial functioning of a group or another individual.
- \_\_\_\_\_ b. Developing plans or policies to alleviate those difficulties, and either carrying out the plan or referring individuals to other qualified resources for assistance.
- \_\_\_\_\_ c. Intervention planning, which may include psychosocial evaluation and counseling of individuals, families and groups; advocacy; referral to community resources, and facilitation of organizational change to meet social needs, based on evaluation and assessment described in (a) above.
- \_\_\_\_\_ d. Knowledge of other disciplines relevant to the evaluation of clients, plans and policies to alleviate client difficulties, and intervention planning.
- \_\_\_\_\_ e. The ability to intervene effectively on behalf of diverse populations and populations most vulnerable and discriminated against, including development of cultural competence, provision of culturally competent services, and ability to collaborate with others to develop services.
- \_\_\_\_\_ f. Application of professional ethics and standards in the delivery of social work services to clients.

\_\_\_\_\_ I certify that the applicant demonstrated competency in all of the areas listed and that I believe that the applicant is competent to practice social work in Wisconsin.

\_\_\_\_\_ I certify that I met with the applicant in a **face-to-face individual session at least one hour per week for the duration of the internship**, to direct this social work practice.

\_\_\_\_\_ I further certify that I have reviewed and complied with MPSW 4.01(1)(a) and (3) of the Wisconsin Administrative Code, which sets guidelines for supervision of social work practice in Wisconsin.

\_\_\_\_\_ I certify that the applicant's experience involved at least 400 hours of supervised social work experience (400 hours is the minimum requirement for internships beginning after October 1, 2006).

Signature of Supervising Social Worker: \_\_\_\_\_

Date: \_\_\_\_\_

Subscribed and sworn to before me this

SEAL

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

My Commission expires \_\_\_\_\_.

**APPENDIX S**  
**UPPER IOWA UNIVERSITY**  
**STANDARD GRADING SYSTEM - GRADE DEFINITIONS AND CRITERIA**

**A = Clearly stands out as an excellent performer (94-100).**

Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.

**A - = Stands out as an excellent performer (90-93).**

Has sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example: "A-" work should be of such a nature that it might be put on reserve for other students but with reservations; an "A-" should be considered a very high grade.

**B+ = Performs competencies at a level considered to be very good (87-89).**

Participates consistently in class discussion. Writes very well. In on-ground environments, speaks very well. Accomplishes much more than the minimum requirements. Produces consistently high quality work.

Example: "B+" work indicates a very high quality of performance and is given in recognition for solid work; a "B+" should be considered a high grade.

**B = Performs competencies at a level considered to be good (84-86).**

Participates actively in class discussion. Writes well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Produces high quality work. This is the minimum passing grade for graduate work.

Example: "B" work indicates a high quality of performance and is given in recognition for solid work; a "B" should be considered a very good grade.

**B - = Often performs competencies at a level considered to be good (80-83).**

Often participates in class discussion. Often well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Usually, but not always, produces high quality work.

Example: "B-" work indicates very good performance and is given in recognition for usually solid work; a "B-" should be considered a good grade.

**C+ = Demonstrates a just more than satisfactory performance of competencies (77-79).**

Accomplishes all of the minimum requirements, and displays above average initiative. Communicates orally and in writing at an above average level for a college student. Has an understanding of all basic concepts.

Example: "C+" work represents above average work. A student receiving a "C+" has more than met the requirements, including deadlines, of the course.

**C = Demonstrates a satisfactory performance of competencies (74-76).**

Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally (on-ground environments) and in writing at an acceptable level for a college student. Has an acceptable understanding of all basic concepts.

Example: "C" work represents average work. A student receiving a "C" has met the requirements, including deadlines, of the course.

**C - = Demonstrates a barely satisfactory performance of competencies (70-73).**

Accomplishes only the minimum requirements, and displays less than average initiative. Communicates orally and in writing at a barely acceptable level for a college student. Has a marginal understanding of all basic concepts.

Example: "C-" work represents below average work. A student receiving a "C-" has barely met the requirements, including deadlines, of the course.

**D+ = Quality and quantity of work is below average, but verging on acceptable (67-69).**

Accomplishes the most basic requirements of the course with skill that approaches the acceptable level.

Example: "D+" work is passing and approaches, but does not meet the average expectations.

**D = Quality and quantity of work is below average and barely acceptable (64-66).**

Accomplishes the most basic requirements of the course with below average skill.

Example: "D" work is passing by a slim margin and questions the student's ability to succeed in more advanced coursework.

**D - = Quality and quantity of work is well below average and marginally acceptable (60-63).**

Accomplishes the most basic requirements of the course and executes them poorly.

Example: "D-" work is passing, but strongly questions the student's ability to continue on with more advanced level of coursework.

**F = Quality and quantity of work is unacceptable (less than 60 points).**

Academic credit is not earned for an F.

Example: "F" work does not qualify the student to progress to a more advanced level of course work.

**APPENDIX T**  
**UPPER IOWA UNIVERSITY**  
**PRE-INTERNSHIP ASSESSMENT**

Upper Iowa University attempts to offer field work internships for undergraduate students who have completed the core courses required for eligibility for a Social Work Training Certificate in Wisconsin. Because the Wisconsin Department Safety and Professional Services certified UIU as a provider of higher education in this pursuit, UIU has developed an assessment tool for prospective interns that align with the standards and desires of Wisconsin.

In order to *begin* an internship, supervised and coordinated by UIU, a student must receive a C or better in the core courses (PSY383, PSY391, PSY392, PSY393, and SOC384) and adequately demonstrate competencies in the field of human services. The student may *apply* for an internship after successfully completing Social Work Practice I with a C grade or better.

The application process will help assess prospective students who will competently represent their agency, UIU, and future clients. The protocol is the same for non-degree seeking students. A letter of endorsement by at least one of the instructors of Social Work Practice I or II or another social work professional is necessary. The letter of endorsement should indicate that the student is successfully meeting the following standards:

- a. The highest ethical standards as determined by the NASW's Code of Ethics;
- b. An understanding of multicultural diversity and universal "citizenship;"
- c. Respectful collaboration with peers and colleagues;
- d. Performing duties in a timely and professional manner.

Competencies in interviewing and communication will also be reviewed. At least two faculty members chosen by the Center Director will assess the student's written and communication skills to determine if they meet the necessary standards that are commiserate with their pursuit for a career in human services. At least one of the faculty members must be licensed by the Department of Regulation and Licensing and have a MSW or MSSW. A reasonable stipend will be paid to the adjunct faculty for this assessment task.

The task assignments and rubrics are presented in the following pages.

If the student does not demonstrate adequate competencies in either the written or verbal portions of the application process, the student will be referred to educational services that would address these issues. The student would be allowed to reapply after two months without penalty or prejudice. If the student fails to demonstrate adequate competencies the second time, he or she will no longer be eligible to participate in a UIU internship program. The student would be allowed to appeal the decision to the Academic Dean.

Upper Iowa University makes every attempt to invite applicants of diverse cultural and socioeconomic backgrounds and evaluates students with sensitivity and understanding.

### RUBRICS FOR ASSESSMENT OF WRITTEN WORK

Written competencies will be determined by the submission of a one- to two- page essay regarding the candidate's interest in human services and future career goals.

**TASK:** Please explain your interest in the area of Human Services. How did events in your own life lead to your interest? What are your career goals? Who or what inspired you?

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

	<b>Unacceptable/ Poor (0-2pts.)</b>	<b>Marginal (2-3pts.)</b>	<b>Proficient (4pts)</b>	<b>Exemplary (5pts.)</b>	<b>SCORE</b>
<b>Focus</b>	Reader cannot understand the writing because there is no sequence of information.	Reader has difficulty following presentation because student jumps around	Student presents information in logical sequence which reader can follow.	Student presents information in logical, interesting sequence which reader can follow.	
<b>Content</b>	Student does not have grasp of information; student cannot answer questions about topic in the narrative.	Student is uncomfortable with information and is able to answer only rudimentary questions about the topic in the narrative.	Student is at ease with answers to all questions on the topic, but fails to elaborate in the narrative.	Student demonstrates full knowledge (more than required) by answering all questions on the topic with explanations and elaboration in the narrative.	
<b>Organization</b>	Organization of writing is unclear, illogical, with poorly structured transitions.	Organization of writing is unclear in some areas, with a few poorly structured transitions.	Organization of writing is mostly clear and logical, with the majority of transitions logically placed and helpful.	Organization of writing is very clear and logical, with well placed and helpful transitions.	
<b>Style</b>	The sentence structure is not coherent and does not flow. Word choices for the topic and intended audience are inappropriate	Some portions of the sentence structure are not coherent and do not flow. A few word choices for the topic and intended audience are inappropriate	With one or two exceptions the sentence structure is coherent and smooth, flowing with appropriate word choice for the topic and intended audience	The overall sentence structure is coherent and smooth flowing with appropriate word choice for the topic and intended audience throughout the document	
<b>Mechanics</b>	Student's writing has four or more spelling errors and/or grammatical errors.	Writing has three misspellings and/or grammatical errors.	Writing has no more than two misspellings and/or grammatical errors.	Writing has no misspellings or grammatical errors.	

**TOTAL SCORE:** \_\_\_\_\_

A minimum score of 20 is needed to show written proficiency.

**RUBRICS FOR THE ASSESSMENT OF PROFESSIONAL COMMUNICATION**

Verbal, nonverbal communication skills and cultural competency will be determined by an interview of the student with at least two staff members of UIU. An assessment will be made by interviewing the student and having him or her participate in the following role-play:

Pretend that you are interviewing a new client who is looking for services for his or her 12 year old son who is refuses to go to school. The son is biracial. The client reveals that he or she is worried that his son is gay.

In this role play, one of the assessors pretends to be the "new client." The applicant will be the "interviewer."

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

	<b>Unacceptable/ Poor (0-2pts.)</b>	<b>Marginal (2-3pts.)</b>	<b>Proficient (4pts)</b>	<b>Exemplary (5pts.)</b>	<b>SCORE</b>
<b>Listening Skills</b>	Student makes little or no attempt to understand the client's perspective.	Student makes some cursory attempts to understand the client's perspective. Asks few or irrelevant questions.	Student shows some mastery of listening skills by responses that demonstrate understanding and curiosity.	Student demonstrates a high level of empathy with reflective statements and questions.	
<b>Professionalism</b>	Student lacks a professional demeanor in dress, appearance and demeanor.	Student presents with a minimum amount of professionalism.	Student presents with an adequate professional demeanor.	Student presents in a very professional and respectful manner.	
<b>Competency and Understanding of Multicultural Diversity</b>	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets cultural experience from the perspectives of more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	

TOTAL SCORE: \_\_\_\_\_ A minimum score of 12 is needed to demonstrate proficiency in communication.

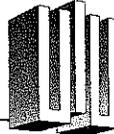




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# UPPER IOWA UNIVERSITY



UPPER IOWA UNIVERSITY

• Since 1857 •

## INTERNSHIP MANUAL FOR LEARNERS SEEKING SOCIAL WORK CERTIFICATION In Wisconsin

### Upper Iowa University Campuses in Wisconsin

Blackhawk Center (Janesville)  
(608) 754-7490

Elkhorn Center  
262-741-8454

Madison Center  
608-278-0350

Milwaukee Center  
414-475-4848

Prairie du Chien Center  
608-326-4292

Wausau Center  
715-675-2775

November 18, 2011  
**2011 REVISION**

**UIU Social Work Internship Manual  
2011 Revision  
11/18/2011**

**Upper Iowa University Manual Revision Committee (2009)**

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**UPPER IOWA UNIVERSITY  
HUMAN SERVICES INTERNSHIP**

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## I. Introduction

### A. Purpose of the Internship

- Provide interns with guidance, experience, and educational opportunities leading to competency skills in case management.
- Provide interns with an opportunity to develop basic competence in six major skills of a Certified Social Worker in Wisconsin.
- Provide experiential learning in case planning and management, site structure and relationship to the community, inter-agency relations, and collaboration with site staff and community agencies.
- Provide students with an opportunity to obtain a Social Work Supervisor Affidavit of competence in the six basic Social Work skills that the Wisconsin Department of Safety and Professional Services (DPS) requires as an essential part of becoming certified in Wisconsin as a Certified Social Worker (see Appendix C for credentialing guidelines).

### B. Learning Outcomes

- Demonstrate basic competence in the six social work skills required by DPS (as of October 1, 2011):
  - i. Demonstrate the ability to engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities in regard to strengths and difficulties in biological, psychological, sociological, cultural, and spiritual functioning.
  - ii. Demonstrate intervention skills including: collecting, organizing, and interpreting client data; assessing client strengths and limitations; using empathy and other interpersonal skills; developing mutually agreed-upon intervention goals and objectives; determining and implementing appropriate intervention strategies; and referring clients to other qualified resources when appropriate.
  - iii. Develop a mutually agreed-on focus of work and desired outcomes, which may include: implementing prevention interventions that enhance client outcomes; helping clients resolve problems; negotiating, mediating, and advocating for clients; facilitating transitions and endings; referring to community resources; facilitating organizational change to meet social needs based on evaluation and assessment; and critically analyze, monitor, and evaluate interventions.
  - iv. Knowledge of other disciplines and resources relevant to the evaluation of clients, plans and policies to alleviate client difficulties, and intervention planning.
  - v. Demonstrate cultural competence, based on the National Association of Social Workers Standards for Cultural Competence in Social Work Practice, by intervening effectively on behalf of diverse populations and populations most vulnerable and discriminated against; providing culturally competent services; and collaborating with others to develop services.
  - vi. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics in the delivery of social work services to clients, and applying relevant Wisconsin laws and administrative rules, as applicable.

- Obtain academic credit towards a bachelor's degree in declared major.

#### C. Desired Outcomes

- Obtain a Social Work Supervisor Affidavit from site supervisor attesting to basic competence in case management knowledge, attitude and skills.
- Integrate classroom theory and knowledge into actual social work practice.

#### D. Process

- UIU offers a social work training certificate coursework for students majoring in a closely related field (human services, psychology, or criminal justice). A supervised internship in a social work site is an integral part of this experience.
- The internship consists of 400 hours of increasingly responsible social work practice supervised by a qualified social work site supervisor to gain experience and basic competency in case management (see Appendix A).

#### E. Approval Process

- UIU students must meet the following criteria to qualify for a human services internship:
  - Complete two of the required social work methods/practice classes
  - Receive a letter of recommendation from one faculty member who taught the applicant in any of these classes: PSY/SOC 375, PSY/SOC 377, Social Work Practice I, II, or III
  - Student will submit a written essay and participate in a professional interview. These will be assessed by two staff members chosen by the Center Director; one of those staff members has demonstrated competencies in the social work field. Please see Assessment (Appendix I) for more information.

The student must declare his/her intent to pursue an internship no later than 16 weeks (2 terms) prior to the target internship start date. While UIU internship coordinators will do their best to provide appropriate internship experiences for each student, it is the student's responsibility to seek and secure the internship under the guidance of the internship coordinator.

#### F. Benefits

- Benefits to the Intern
  - The internship provides the intern an educational environment where interns have the opportunity to:
    - safely apply knowledge of social problems and issues to immediate entry-level practice situations under competent supervision of certified/licensed social workers;
    - apply the principles and theories of human behavior and development in the social environment to assess the social functioning of clients;
    - explore the most effective theoretical approach for their practice;
    - develop the professional relationships with site staff, the community, and target groups necessary to become professionals;
    - develop the skills to work with diverse populations and deal with issues and consequences of oppression which prevent clients from functioning at a level that meets their basic human needs and prevents self-realization;
    - evaluate their own practice and receive encouragement in self-examination;
    - gain career-related work experience that mutually benefits the intern and the internship site;

- learn job-seeking skills, establishment of professional relationships, and workplace etiquette;
- apply classroom learning to real-life situations;
- enhance employability as a professional by providing training and experience and allowing the intern to develop competency.
- **Benefits to the Site Providing the Internship**  
Although the primary purpose of the internship is to provide learners with the opportunity to develop their professional skills to an acceptable beginning level, there are also benefits to agencies that choose to host an intern. The following is a list of potential benefits:
  - The internship provides additional staff to assist the site in serving clients.
  - The host site has the opportunity to add to the pool of competent social workers in Wisconsin. This unique contribution is critical to the continued development of quality social work services in the state.
  - Through interns who are also currently enrolled as learners, agencies have access to current theory and techniques. Interns are expected to share resources they may have knowledge of through their education at UIU where it is appropriate and helpful to the host site.
- **Benefits to the UIU Social Work Equivalency Program**  
Interns are UIU ambassadors and as such they are essential to developing and maintaining good relationships with regional social service agencies. UIU interns who demonstrate excellent knowledge, skills, and attitudes during their internship give the University a good reputation and strengthen the social work internship program in the community.

## **II. Recommended Reading**

- A. Baird, Brian N. (2008). *The internship, practicum, and field placement handbook: a guide for the helping professions* (5<sup>th</sup> ed). Pearson/Prentice Hall; Upper Saddle River, NJ.
- B. National Association of Social Workers. (2008). *NASW Code of Ethics*. National Association of Social Workers Press, Washington D.C. An online copy of this publication can be downloaded at no charge from: <http://www.socialworkers.org/pubs/code/code.asp>.

## **III. Internship in Context**

### **A. History of Social Worker Certification in Wisconsin**

- After 20 years of Social Workers lobbying for Social Work Certification in Wisconsin, the State Legislature enacted a certification bill in 1992.
- The legislation provided title protection for Wisconsin Social Workers.
- The Wisconsin Department of Regulation and Licensing Sections for Social Work, Professional Counseling and Marriage and Family Therapy are identified under one Joint Examining Board (MPSW). This Board and the Boards for each Section are responsible for credentialing and regulating these three professions.
- In 2002, further legislation was enacted to provide title protection for Certified Social Workers, Certified Advanced Practice Social Workers and Certified Independent Social Workers. The legislation also provided both title protection and practice protection for Licensed Clinical Social Workers. At present, these are the levels of Social Work certification and licensure in Wisconsin.

- The Certified Social Worker requires a bachelor's degree. The other three certifications require a master's degree. (See Appendix B)

~~The Department of Regulation and Licensing became the Department of Safety and Professional Services in September 2011.~~

#### B. History of Social Work Equivalency Program

- Historically, outlying counties in Wisconsin have found it difficult to attract and retain certified social workers
- As a part of the 1992 Social Work Certification bill, the Wisconsin State Legislature provided certification under the Wisconsin Social Work Equivalency Program.
- The Social Work Equivalency Program was an effort to increase the number of bachelor's-prepared social workers practicing in outlying counties by encouraging and enabling residents of outlying counties to become certified bachelor's level social workers and continue to reside in and provide service to their county
- The Upper Iowa University program has been a DSPS-approved Social Work Equivalency Program since 1997.

#### C. Comparison Between a Social Work Equivalency Program and a BSW Program

- BSW degree is awarded to a student who completes a Social Work training program accredited by the Council on Social Work Education.
- Social Work Equivalency Program is for students who are enrolled in or have completed a degree in a related field (Psychology, Sociology, Criminal Justice or another human service program) and have maintained a GPA of at least 2.5 in their majors (MPSW 3.13).
- ~~As of October 1, 2011,~~ Social Work Equivalency Program requires five academic social work courses (human behavior in the social environment, social welfare policy and services, three social work practice classes) and a 400-hour internship. BSW programs include these requirements in their curriculum.
- The Social Work Equivalency Program requires that the student first obtain a Social Work Training Certificate before qualifying for certification. The BSW Program does not.
- Both BSW and Social Work Equivalency students need to pass the State Jurisprudence examination and ASWB (national) exam to be certified.
- Upon successful completion of their programs and examinations, BSW and Social Work Equivalency students both earn the same certification as Certified Social Workers in Wisconsin.
- The Social Work Equivalency Program may not be accepted in other states as adequate for Social Work Certification.

#### D. Requirements Necessary to Earn Certification Under the Social Work Equivalency Program

~~These are described in at the DSPS website, under the Social Work Training Certificate Frequently Asked Questions section. Also see Appendix C for the Advisory Bulletin outlining the October 1, 2011 amendments to the social work training certificate rules (MPSW 3.13 Wisconsin Admin Code)~~

#### E. NASW Code of Ethics

Interns should be familiar with the National Association of Social Workers Code of Ethics. This code governs the social worker's relationship to clients, colleagues, agency, and community. It provides social workers with a profession-wide standard of behavior to which all social workers are expected to adhere. That standard of

behavior is a higher standard than what is expected of non-professionals who have a desire to help others.

Specifically, the Code of Ethics commits social workers to continuing professional education, social action, confidentiality, avoidance of dual relationships, full disclosure and informed consent to clients, honesty in practice, and commitment to clients. These and other specific standards are included in the basic ethical principles of the profession, listed below. Interns are expected to develop their understanding of these principles and implement them in their practice at internship site. The NASW Code of Ethics can be found on-line at:

<http://www.socialworkers.org/pubs/code/code.asp>. For those with no access to the internet, copies of the NASW Code of Ethics are available from NASW Press, 750 First Street, NE, Suite 700, Washington, DC 20002-4241.

The basic ethical principles of the profession according to the NASW Code of Ethics:

1. The social worker's primary goal is to help people in need and to address social problems
2. Social workers challenge social injustice
3. Social workers respect the inherent dignity and worth of the person
4. Social workers recognize the central importance of human relationships
5. Social workers behave in a trustworthy manner
6. Social workers practice within their areas of competence and develop and enhance their professional expertise.

*See the NASW Code of Ethics for a more detailed discussion of these ethical principles.*

#### **IV. Key Points in the UIU Social Work Internship Program**

- The internship involves 400 hours of supervised field experience at a social work site.
- The internship must be completed over three consecutive UIU terms unless the intern is granted an alternative timeframe by the Assistant Vice President.
- During the internship, the intern must be primarily involved in direct practice rather than simply observing or shadowing a staff social worker.
- The intern must be directly supervised by a qualified social worker, i.e., a social worker with a BSW degree who is certified in Wisconsin or a social worker with a MSW who is licensed in Wisconsin.
- The supervisor must provide the intern with a minimum of one hour of direct supervision during each week of the internship.
- The intern must attend the monthly UIU Social Work Internship Seminars during the three terms of his/her internship.
- The primary purpose of a UIU internship is to give the intern experiential learning to build his/her skills in the required competencies, as stated on page 1, rather than provide the intern with a source of income.
- Most importantly, the intern must understand that the internship is a professional position. Accordingly, the intern is expected to behave in a way that is consistent with the ethical, legal, and occupational standards of the social work profession.

## **V. Roles and Responsibilities**

### **A. Intern Responsibilities**

- Interns are responsible for completing all requirements detailed in this manual and for familiarizing themselves with all internship expectations.
- Interns are responsible for attending all Internship Seminars during the three terms of their internship.
- Throughout the internship, including the application process, the intern is expected to conduct him/herself in a way that is consistent with the ethical, legal, and professional standards explained in the NASW Code of Ethics, the DSPS standards, the Wisconsin Statutes, and the policies, rules, and regulations of the internship site, and the rules and regulations of Upper Iowa University.
- Interns are responsible for working with clients of the internship site. Working with these clients involves a responsibility to be reliable and fully engaged in the process of learning to enhance the well-being of the clients.
- The importance of the internship extends well beyond educational credit. The internship should be treated as any professional position, with absences and schedule changes to be kept to a minimum and approved beforehand by the site supervisor. Any absences or disruption of the internship schedule can have negative effects on the intern's clients and coworkers, and the ability of the site supervisor to assist in the intern's development as a professional through ongoing, consistent supervision.
- UIU recognizes that the intern is a learner-in-training who may make some mistakes through a lack of knowledge or skill. However, by the end of an internship involving direct, supervised practice with clients, the intern is responsible for developing basic competency in the knowledge, attitudes, and skills of a professional social worker.
- An intern may face a number of potential consequences for intentionally violating any ethical, legal, professional, or program standards, including dismissal from the internship program and failure of the internship credits.
- The intern needs to successfully complete an internship to meet the DSPS requirements for social worker certification.
- Non-degree seeking students are responsible for contacting DSPS to determine whether they meet the requirements to participate in the internship process.
- Upon completion of the baccalaureate degree, the intern should contact DSPS about the process of Social Work Certification.
- The intern must submit to the faculty internship advisor his/her log on a weekly basis and journal on a monthly basis.
- The intern should retain personal copies of all internship documents.

### **B. Responsibilities of the Academic Advisor**

- Assure eligibility for internship, academic credits, grade point average, prerequisite social work classes, and assessment process.
- Provide and review manual, intern selection worksheet, and contact information.
- Explain and monitor registration process.
- Refer intern to faculty internship advisor.
- Follow up with intern as needed.
- Provide liaison with and support for the Faculty Internship Advisor.
- Archive internship file for three (3) years.

**C. Responsibilities of the Faculty Internship Advisor**

The Faculty Internship Advisor is a UIU faculty member with a Master's in Social Work (MSW) degree and current licensure in Wisconsin.

- Develop contacts with appropriate agencies and keep a list of sites on file.
- Provide information about potential internship sites and assist in finding an internship site when needed.
- Approve internship site and site supervisor.
- Meet with intern and site supervisor prior to commencement of internship to review roles and responsibilities.
- Review and approve goals and objectives, including the DSPS competencies.
- Review intern logs on a weekly basis (UIU attendance policy).
- Review journals monthly.
- Provide liaison with and support for site supervisor through monthly contact.
- Provide leadership and instruction for all interns through monthly seminars.
- Ensure all forms pertaining to the academic internship are completed.
- Update academic advisor monthly about progress of internship.
- Review and analyze evaluations, seek additional feedback from site supervisor when needed, and assign grades upon completion of required hours for each internship section.
- Maintain internship file and convey it to the academic advisor at the end of the internship.

**D. Responsibilities of the Internship Site Supervisor**

The Internship Site Supervisor must be a qualified social worker: i.e., a social worker with a BSW degree who is certified in Wisconsin, or a social worker with a MSW who is licensed in Wisconsin.

- Coordinate and supervise intern assignments.
- Inform the faculty internship advisor of intern's progress and any problems that may arise in the internship.
- Complete all pertinent forms and evaluations, and return them to the faculty internship advisor in a timely manner.
- Inform intern on the first day of the internship those rules, regulations, policies, and procedures pertinent to the site.
- Ensure the intern receives a variety of assignments for a realistic view of the site's daily functions and to facilitate meeting of intern's goals as they relate to internship competencies.
- Arrange for a minimum of one hour per week of supervision either individually or in a group.
- Report any problems or concerns to the faculty internship advisor.

**E. Responsibilities of the Assistant Vice President for Academic Extension Office**

- Assure compliance of the Upper Iowa University Social Work Equivalency Program with State mandates and DSPS Administrative Code.
- Assist internship site employers with any problems and/or concerns in the absence of the faculty internship advisor for all the functions cited herein.
- Develop all forms, policies, and procedures for the internship program.

- Involvement in code of conduct disciplinary actions (see Upper Iowa University Academic Extension catalog).

#### **VI. Summary of Internship Process (see Checklist in Appendix D)**

- At least one full term (8-10 weeks) before the student plans to enroll in the internship, he/she must meet with the academic advisor to assure all academic prerequisites have been met and discuss a possible internship. The academic advisor gives the student an Internship Request and Internship Selection Worksheet (Appendix E). **Note:** New internship sites may require additional lead time for the approval process, especially if the site requires a formal agreement; interns are strongly encouraged to start the internship process as early as possible.
- ~~At least two full terms (16 weeks) before the student plans to enroll in the internship, he/she requests to participate in the assessment process as outlined in section I. D. of this manual. Please see Appendix T for the written assignment to be submitted to the student's academic advisor.~~
- ~~At least two full terms (16 weeks) before the student plans to enroll in the internship, he/she schedules an assessment interview with academic advisor or center director, per center protocol.~~
- ~~If the student passes the assessment, he/she continues with internship process. If not, the student will meet with his/her academic advisor to review options. Students may participate in the assessment process two times.~~
- The intern completes the Internship Pre-application and the Internship Site Selection Worksheet and brings them to the academic advisor for review. The academic advisor refers the student to the faculty internship advisor.
- The intern requests a letter of recommendation from his/her Methods/Social Work Practice I or II instructor.
- At least one term before the planned internship, the intern meets with the faculty internship advisor with the completed Internship Application (Appendix F) to develop a strategy for locating a suitable internship site.
- The intern contacts a potential internship site to determine whether the site is willing to consider offering an internship.
- The intern reports the results to faculty internship advisor, including name and phone number of the contact at the site.
- The faculty internship advisor contacts the potential site internship supervisor to assure he/she has the proper credentials, and the site is willing to provide an internship that meets DSPS and UIU requirements.
- The intern registers for first term of internship and consecutive terms during the registration periods.
- The intern schedules a meeting at the site with the site supervisor, faculty internship advisor, and student to clarify expectations, requirements, and responsibilities. All parties sign the Internship Agreement (Appendix G) and the intern and site supervisor sign the Waiver of Liability (Appendix H). The faculty internship advisor retains the original copy of the Agreement and the Waiver and provides the site supervisor and intern with photocopies.
- The site supervisor and the intern agree on weekly schedule for the internship as well as the start date and the projected completion date.

- Before beginning the internship, the intern is responsible for a one-time fee of \$20 for liability insurance. This fee may be covered by financial aid.
- The intern keeps a log of hours and supervision (Appendix I), and a journal throughout the internship. The intern is required to turn the log in weekly and journal in to faculty internship advisor at least monthly.
- Within the first 40 hours of the internship, the intern completes a draft of his/her Learning Goals/Learning Contract for the internship (Appendix J). The intern reviews these with site supervisor and faculty internship advisor. At the end of each term, the intern reviews the learning goals with both the site supervisor and the faculty internship advisor, records progress and any revisions or new goals.
- The intern attends the mandatory monthly Social Work Internship Seminars facilitated by the faculty internship advisor. The purpose of the seminar is for interns to discuss and share each other's learning experiences in his/her internship. Each intern is required to attend all seminars held during her/his three-term internship. Participation in this seminar makes up a part of the intern's overall UIU grade for the internship.
- At the end of each term of internship (approximately 133 hours), the intern ensures the site supervisor completes evaluation of the intern and sends it to the faculty internship advisor (Appendices K, L and M).
- At the end of the internship, the intern completes the self-evaluation and the site evaluation, and sends them to the faculty internship advisor (Appendices N and O).
- At the end of the internship, the intern meets with the faculty internship advisor and reviews a checklist (Appendix P) to assure that all activities and documentation for the internship has been completed. The intern and faculty advisor then sign the checklist to indicate they both agree with it.
- The intern completes the application for the Social Work Training Certificate (Appendix Q) and reviews it with faculty internship advisor before submitting it to DSPS. The SWTC application must be submitted to DSPS on or after the date of degree conferral.
- Intern makes a written request to the UIU Registrar to submit his/her transcript to DSPS showing the date his/her degree was conferred.
- The intern makes sure that the site supervisor completes the Supervisor's Internship Affidavit (Appendix R) and that the supervisor submits it to DSPS along with the job description and learning goals. The intern's SWTC application needs to be sent to DSPS before the transcript and Affidavit. UIU strongly recommends that the entire application process be done within 6-9 months of graduation.

## **VII. Details of the Social Work Equivalency Program**

### **A. Internship Eligibility**

#### **i. Coursework**

(a) PSY/SOC 391 Social Work Practice I: Individuals and PSY/SOC 392 Social Work Practice II: Families and Groups are required to be completed before the internship.

(b) SOC 384 Social Welfare Programs and Policies and PSY/SOC393 Social Work Practice III: Communities and Social Institutions are required to obtain a Social Work Training Certificate. It is highly recommended that these courses be completed before the internship.

- (c) In order to meet DSPS requirements, UIU requires as part of the curriculum a cultures class, an ethics class, and a capstone course (ID 498 Senior Project).
  - (d) Complete a recommended 90 credit hours and be within 30 credits of graduation or senior class status with a 2.5 cumulative grade point average in major and grades of C or above in all social work equivalency courses and an overall cumulative grade point average of 2.5.
  - (e) **NOTE:** DSPS requires this coursework be taken at an approved Wisconsin center. Distance education/distance learning courses are not acceptable.
- ii. Pass any criminal and caregiver background checks required and conducted by internship site, and meet any other site requirements, to include but not limited to vaccinations, affiliation agreements, special training, and confidentiality agreements.
  - iii. In addition to the above academic criteria, the intern must demonstrate sufficient interpersonal skills, professionalism, and motivation to be a good candidate for an internship. These qualities will be assessed during the intern's academic work at UIU, in particular during PSY/SOC 391, 392 and 393, Social Work Practice I, II, and III. For those students that have met the requirements to begin an internship, further assessment will be conducted with a written assignment, interview and letter of recommendation. (See Appendix I) Then the faculty internship advisor will initial the internship application.
  - iv. At least one term prior to beginning an internship (8-10 weeks), the intern must see his/her UIU academic advisor. The advisor will explain the internship eligibility requirements for UIU and the major, and provide the intern with contact information and the Internship Pre-application and the Internship Site Selection Worksheet. (See Appendix E.)
  - v. Complete the Internship Pre-application and the Internship Site Selection Worksheet and meet with your academic advisor to review; you will then make an appointment with the faculty internship advisor.
  - vi. The faculty internship advisor will review the Pre-application and Site Selection Worksheet with the intern and advise on completing the Application for Internship form (Appendix F).
  - vii. Once the intern returns the Application for Internship form to the faculty internship advisor, she/he will review it with the intern and begin assisting in making arrangements for the internship.

**B. Making Arrangements for a Suitable Social Work Internship**

The intern is ultimately responsible for identifying the type of site and/or clients he/she wants for the internship experience, and to locate an appropriate internship site and an appropriate contact within the site. In considering internship sites, the intern should consider the populations of clients he/she would like to work with, the travel distance to the internship site, and the widely varied experiences gained at different agencies. Potential internship sites include agencies dealing with the following: families and children; child welfare; mental health; crisis intervention; senior resources; family social policy; health and human services; corrections and probation; public and independent schools; youth services; hospitals; developmental disabilities; Native American family services; chronic and persistent mental illness; chemical dependency; court services;

immigrant, migrant, and refugee services; victims of abuse; faith-based social services; and neighborhood services. If a site is unable to offer an internship, the intern should consider asking the site if they are aware of other similar agencies that might offer an internship. Many internships are found through networking.

The intern is encouraged to discuss possible internship sites with the UIU faculty internship advisor as early as possible for assistance in locating an appropriate site that meets DSPS criteria. UIU faculty has developed partnerships with several social work agencies interested in offering internships to UIU students. Once a site has been located, the intern will inform the faculty internship advisor of the internship site he/she desires. The faculty internship advisor will then contact the site to assure that an internship is possible and that the site has a qualified social worker willing to provide supervision during the internship. The intern will then send the site an internship application with his/her resume and cover letter and make an appointment for an initial interview. Before the internship is confirmed, the site may require a criminal and/or caregiver background check on the intern.

***Note: if the internship site requires additional agreements to be signed by the University, a longer approval time may result in a delay of internship to a later term.***

After the internship receives a temporary approval from all parties, the faculty internship advisor will meet with the intern and the site supervisor to clarify responsibilities and expectations. Before this meeting, the intern should become familiar with the DSPS Competencies found on page 1 of this internship manual and create some preliminary goals for the internship. These goals will assist the site supervisor in determining what you would like to experience and if site can meet these goals.

Once all parties give the internship a final approval, the faculty internship advisor will complete the Internship Agreement (See Appendix G.) and all parties will sign it. In addition, the intern and the site supervisor will sign the Waiver of Liability (Appendix H). All parties will retain a copy of both documents.

### **C. Registration**

In order to receive academic credit for the internship sections, the intern must enroll in and pay for each internship section during the registration period for each of the three terms. The intern earns 3 semester credits for each completed internship section: PSY 403-41 Internship (Section 1); PSY 403-42 Internship (Section 2); and PSY 403-43 Internship (Section 3, Final Section). To complete each internship section, the intern must log a minimum of 133 contact hours per section for a total of 400 hours and 9 semester credits. It is essential for the intern to register before beginning the internship in order for the intern to have liability coverage under UIU. Before beginning the internship, the intern is responsible for a one-time fee of \$20 for liability insurance (this may be covered by financial aid). Without liability coverage, participation in the internship activities at the internship site may raise certain legal issues regarding the intern's right to have access to client information and malpractice liability. Failure to register may result in suspension or termination of the internship.

#### D. Goals and Job Description

Within the first 40 hours of the internship, the intern must finalize the internship Learning Goals/Learning Contract. The internship learning goals must follow the format in Appendix I in order to relate them to the DSPS-required competencies.

The site supervisor can be a valuable resource in writing the goals in terms of the State competencies. The intern should customize these competencies to reflect the populations served at the internship site and the duties the intern will perform there.

In addition to the Learning Goals/Learning Contract, the intern must complete a job description including the activities and responsibilities he/she will have during the internship. Many internship sites will have intern job descriptions available. If not, work with the site supervisor to develop one. The site supervisor will submit this job description to the DSPS as a part of the documentation necessary for an application for a Social Work Training Certificate. If the intern is completing an internship at his/her place of employment, the description for the paid position may NOT be submitted as the internship job description. The internship is a separate learning experience from the intern's employment.

The final draft of the Learning Goals/Learning Contract and job description, which should be printed on site letterhead, should be completed and signed by the intern, site supervisor and faculty internship advisor.

#### E. Log and Journals

Regular submission of the log and journal to the faculty internship advisor makes up a part of the intern's overall UIU grade for the internship.

1. **Log.** During the internship, the intern will maintain a log of hours spent on internship activities and a journal on his/her experience. The log will summarize daily activities as they pertain to case management and pursuit of the learning goals, and the amount of time spent on those activities. At the bottom of each log is a table for the intern to record all supervision sessions with the site supervisor. The logs are important since they document that the intern has completed the 400 hours of internship and weekly one hour supervision required by DSPS. The logs should be *typed* and include all the information as the sample log in Appendix J. The current logs are to be submitted to the faculty internship advisor weekly. All activities involved in the internship are to be included in the logged hours.
2. **Journal.** The journal is intended to be more reflective, showing feelings about and reactions to the internship activities. It is a learning document that will assist the intern to pause to consider his/her experiential learning and organize it in a useful way. The journal should show a growth in confidence and competence, and will offer a place to address challenges and problems and analyze them from different perspectives. Recurring issues may be excellent topics and issues for supervision time, allowing for expansion of skills and competence.

#### F. Social Work Internship Seminars

Upper Iowa University provides social work interns with monthly Social Work Internship Seminars. These seminars are a mandatory part of the internship. The purpose of the seminar is for interns to discuss and share learning experiences in their internships, and

further their professional development as social workers. The faculty internship advisor will determine the length of the seminar. Attendance at the seminars is not optional. Each intern is required to attend all seminars held during her/his three-term internship (see UIU Internship Manual Sections IV, V and VI). The seminar is an integral part of the UIU Social Work Internship Program that the Wisconsin Department of Safety and Professional Services (DSPS) has approved. Each intern must participate in all aspects of the UIU Social Work Internship Program for DSPS to accept his/her internship as a part of the UIU Social Work Certification application. Participation in this seminar makes up a part of the intern's overall UIU grade for the internship.

If an urgent situation arises that prevents the intern from attending a seminar, the intern is expected to contact the faculty internship advisor or the seminar facilitator *before* the seminar session and explain that he/she will be absent. Those absent from a seminar session will be required to make up the missed session as determined by the faculty internship advisor.

**G. Site Supervisor Evaluations**

At the end of each term of internship (approximately 133 hours, 267 hours, 400 hours), the site supervisor will complete an evaluation of the intern's performance and send it to the faculty internship advisor (Appendices K, L and M). The faculty internship advisor will then arrange a meeting with the intern and site supervisor to discuss progress in the required competencies.

**H. Intern Evaluations**

At the end of the internship, the intern will complete a self-evaluation (Appendix N) and an evaluation of the internship site (Appendix O).

**I. Completion of the Internship**

The internship will be completed when all the required activities and documentation have been completed and submitted to the faculty internship advisor. (See checklist in Appendix P.) In the event where the intern is not able to fully complete the internship, a grade will be given based on the completed hours of the internship.

**J. Evaluation Standards and Grading Criteria**

The following evaluation criteria are the minimum evaluation criteria for the Upper Iowa University internship. The intern has:

Recorded a minimum of 400 internship hours;

Provided complete and thorough logs weekly;

Provided satisfactory weekly or monthly journal entries;

Been prompt with all assignments and attended all seminar meetings;

Earned satisfactory Section 1, Section 2, and Final Evaluations by site supervisor;

Submitted all required forms/assignments to the faculty internship advisor;

Grades for the internship will be letter grades with pluses and minuses. (See Appendix S);

*Note: in order for DSPS to accept social work equivalency program coursework, the student must earn a 2.5 cumulative grade point average in major. Upper Iowa University requires grades of C or above in all social work equivalency courses and an over cumulative grade point average of 2.5.*

**K. Social Work Training Certificate Application Process**

After the internship is completed and grades recorded on the student transcript, the intern should obtain an application from DSPS for the Social Work Training Certificate (SWTC), complete it and send it to DSPS. In addition, the student must request that the site supervisor complete the Supervisor's Affidavit for Internship and that he/she send it to DSPS along with the job description. Intern then makes a written request to the UIU Registrar to submit his/her transcript to DSPS showing the date his/her degree was conferred. Note that the student's SWTC application needs to be sent to DSPS before the transcript and Affidavit. The Social Work Training Certificate Application (Appendix Q) and the Supervisor's Affidavit for Internship (Appendix R) can be found on the DSPS website. UIU strongly recommends that the entire application process be done within 6-9 months of graduation.

**L. Internship Site Changes**

If a problem develops during the internship, the intern is encouraged to address this with his/her site supervisor. Inform the faculty internship advisor of the outcome of this discussion. If the intern is not comfortable discussing the problem with the site supervisor, he/she should address the concerns as soon as possible with the faculty internship advisor. A communication process may take place between the intern, faculty internship advisor, and site supervisor to determine appropriate solutions for the situation. Solutions may range from developing strategies for making the internship successful to assisting the intern in finding another internship. It is determined during this communication process if the internship experience will continue at that site. In the case of an intern requiring disciplinary action due to conduct at the internship site, Upper Iowa University reserves the right to deny further placement. The faculty internship advisor will keep the academic advisor and center director apprised of all changes in internship site.

Any change of an Internship site must be accomplished within the first two weeks of the internship term. A change of site will result in the loss of the Internship hours already completed. The entire process of paperwork, site visits and interviews will also need to be completed for the new site.

If issues arise after the second week of the term and before the end of the fifth week of the term the recourse will be to withdraw from the Internship. After the fifth week of the term a failing grade will be issued.

**M. Internship Appeal Process**

The Internship is a part of the regular Upper Iowa University class offerings. Any grade, therefore, is subject to the same right of student appeal that is integral to all other classes.

If an intern wishes to appeal a grade earned in the Internship, they may appeal that grade through the same process as outlined in the Grade Appeal Process section of the Upper Iowa University Academic Extension catalog.

**N. Meeting the Internship Requirement at a Place of Employment**

The internship requirement may also be fulfilled after graduation through at least one year of supervised social work employment. Beyond offering the coursework necessary to obtain a bachelor's degree, UIU is not involved in this option. This option requires that the intern work directly with DSPS. First obtain a Social Worker Training Certificate (SWTC) and have DSPS pre-approve the arrangement. The intern completes at least 400 hours of supervised client contact in not less than 12 months. The supervisor must be a qualified social work supervisor. Prior employment before obtaining a SWTC and DSPS approval cannot be used towards certification. Volunteer experience can never be used. For further information on this option see: Wisconsin Administrative Code Book MPSE 3.13(3)(b) and the DSPS website.

**VIII. Becoming Certified in Wisconsin as a Certified Social Worker**

Once the intern has obtained the Social Work Training Certificate, he/she may work as a Social Worker in Wisconsin for two years. During the two-year period of the training certificate, the Social Work Training Certificate holder must pass the State jurisprudence exam and the National ASWB exam. Once the tests have been passed, the Social Work Training Certificate holder may apply to DSPS to be certified as a Social Worker in Wisconsin.

If the Social Work Training Certificate holder does not complete the certification process within this two-year period, the Social Work Training Certificate will expire and the individual will no longer be able to use the title of "social worker." The training certificate is non-renewable.

**IX. Practical Advice to Interns**

- A. Remember that you are a guest of the social work internship site and your site supervisor. They are an essential part of your learning to become a professional social worker yet are not compensated for their time and effort. Without their willingness to provide you with social work field experience, UIU could not offer you a Social Work Equivalency Program. Treat them with respect, humility, and gratitude throughout your internship.
- B. Your internship is a professional position. It is essential, due to the nature of social work, that you are on time and present every day you are scheduled. You have the same responsibilities as a paid employee. You are not being paid in currency, but rather in invaluable opportunities for hands-on learning, expert supervision, and networks or contacts. Your record at your internship will likely form the basis for recommendations for paid jobs. Good attendance is essential. Avoid calling in because of school or personal issues unless absolutely necessary. Your coworkers and clients will quickly come to depend on you, and you should behave accordingly.
- C. Actively seek feedback throughout your internship, such as, "Am I doing what you expect of me? Is there anything I should be doing that I am not? What am I doing well? What do I need to work on?" Trust the feedback that you get. Most supervisors have extensive supervisory experience and have a good understanding of what is a reasonable skill level to expect from interns. They are also caring, professional people who take their position as your supervisor very seriously. They want to help others become good social workers.
- D. Internships require a different set of skills and knowledge than academic classes. Internship focus is primarily on what you do and demonstrate. Applying knowledge in a

- practice way is a real challenge. An intern is not expected to know everything and can ask questions that others might be afraid to ask. Make the most of your learning experience.
- E. Make your special needs explicit. If you have ongoing health needs or family needs, make them known before the start of the internship so that you and your potential supervisor can decide whether or not the site can accommodate your special needs. If you have not discussed special needs ahead of time and they prevent you from performing the essential functions of your position, the site supervisor may terminate the internship.
  - F. Make your instructional needs explicit. Each intern is unique in past experience and in desired internship experiences. Supervisors will not know what areas you wish to grow in unless you let them know.
  - G. Be willing to stretch outside your comfort zone in learning new skills. Ask for guidance as needed. Be willing to make some mistakes. The internship is meant to be a learning time for you. You are not expected to have mastered every social work skill.
  - H. Most people want to be helpful to others. Brainstorm with your supervisor and others at your site regarding possible solutions to problems you come across during your internship. You do not have to figure it all out on your own!
  - I. Learn the corporate culture of your internship site as soon as possible. Follow it carefully. Some agencies allow for a great deal of creativity and flexibility, others have a much more formal chain of command staff must go through before they can undertake new projects. Be sure to follow the site dress code.
  - J. Familiarize yourself with HIPAA and mandated Client Rights in Wisconsin and understand how they apply within your site.
  - K. Keep copies of all your paperwork for UIU and DSPS until you have earned your social work certificate. Occasionally paperwork gets lost and must be resubmitted. If that should happen to you, having copies will make resubmitting a simple matter rather than a full-blown disaster.
  - L. The internship gives you an excellent opportunity to put into practice the social work theories and concepts from your course of study. Draw on what you have learned in your classes and relate the cases you are handling to the social work theory you have been studying.
  - M. Keep your copy of the NASW Code of Ethics handy at all times, and refer to it when you have some uncertainty or questions about ethical issues in practice.
  - N. Learn ways to take care of yourself and reduce stress you may experience. Stress is quite common among helping professionals. Performance anxiety commonly occurs in students just starting their internship. Burnout is often the result of chronic stress and anxiety. Speak with your site supervisor, your faculty internship advisor, and your colleagues about ways they deal with stress, cognitively, physically, and emotionally.
  - O. Consider more than one possible way of benefiting your client. Another focal system? Intervention at a different level (i.e., micro, mezzo, macro)? Discuss these in your supervisory sessions.
  - P. Frequently consider your effectiveness: working with your site supervisor; developing meaningful ways to evaluate whether your clients are benefiting from your efforts; use of social work research as it applies to your internship.
  - Q. Remember, you have much to offer the staff at your internship site: knowledge, attitudes, and skills. Draw on your rich reserves when working with both clients and other professionals.
  - R. Develop plans to balance the internship requirements with other important parts of your life. Keep reviewing and updating those plans.

- S. Learn efficient means of writing assessments, records, and case notes, as well as effective ways of using the client's file.
- T. Make sure you become quite proficient in assessing clients, performing intake interviews, developing and implementing appropriate plans, and writing discharge reports. Certified social workers employed in any social work site are expected to be competent in these activities since they are central to the practice of social work.
- U. Learn from whatever happens during your internship. Learning is always possible, whether or not your efforts produce the results you intended. We often learn the most from our mistakes.
- V. Attend any and all workshops, trainings, and seminars relevant to your internship: these may count toward your internship hours. Be sure to plan these activities in consultation with your site supervisor.
- W. Assume responsibility for all internship paperwork, including your Section 1, Section 2, and Final evaluations. No one from UIU will remind you when evaluations are due, and you will not receive a grade for any section until the corresponding evaluation has been submitted.
- X. Join professional social worker organizations, such as NASW. Professional organizations are an ideal way to network, develop contacts in social work agencies, meet potential employers, keep your social work knowledge current, and earn required continuing education credits. Professional organizations frequently have student membership rates.

## X. GLOSSARY

### B.S.W.

Bachelor of Social Work

### Certification

A process by which an individual seeks to receive official approval from the State Department of Safety and Professional Services (DSPS) to practice social work at a specific and defined level. Successful completion of the process results in the receipt of an official document attesting to the level of practice the individual is approved to practice. Certification is controlled by state statute and is designed for the protection of the public by setting practice standards and controlling who may use the title social worker. *Certification is not a license.*

### Department of Safety and Professional Services (DSPS)

~~Formerly the Department of Regulation and Licensing~~, the state agency which provides the parameters for, and grants certification for social work.

State of Wisconsin Department of Safety and Professional Services

PO Box 8935

Madison WI 53708

(608) 266-2112

[www.drj.state.wi.us](http://www.drj.state.wi.us) (note: this website subject to change!)

**Evaluation**

The written and oral process by which an intern is given an opportunity to understand his or her strengths and weaknesses as a potential professional and by which he or she can establish a plan to continue his or her professional development. The evaluation may be used to assist the intern in deciding whether to continue with plans to become a professional.

**Faculty Internship Advisor**

A UIU faculty member with a Master of Social Work and current licensure in Wisconsin who directs and guides the student's internship.

**Intern**

The individual placed in a site for the purpose of preparation for entry into the profession.

**Intern Seminar**

The formal meetings held for all interns for the purpose of discussing the internship experience, integrating an individual's internship experience and sharing learning with other interns.

**Internship**

The arrangement with a social work agency to have a student intern work with a supervisor to provide the intern with field experience in the profession. The internship is designed to prepare learners for entry into the social work profession by assisting them to integrate social work knowledge, ethics, and practice skills.

**Internship Site**

The agency that agrees to accept an intern and to work in partnership with UIU to provide the internship experience to the learner.

**Journal**

A written document prepared by the learner and shared with the site supervisor and the Faculty Internship Advisor that describes the activities of the learner in the internship and his or her personal reactions to those activities. The journal is used to help the learner identify knowledge necessary to perform specific tasks, integrate theory and practice knowledge and skills, and to examine the potential effect of personal values and experience on the professional discharge of social work duties.

**Log**

The record kept by the intern to document hours spent working as an intern in a site and a brief description of daily activities performed as an intern.

**M. S. W.**

Master of Social Work

**NASW Code of Ethics**

The document developed by the National Association of Social Workers to set the ethical practice standards for the profession.

**Site Selection**

The process of identifying the appropriate Internship site that meets the Department of Safety and Professional Services criteria for the Internship. The site selection is accomplished with the support of

the Faculty Internship Advisor. The student is responsible for identifying agencies and appropriate contact personnel within the site. The initial Internship interview should be set up by the student.

**Site Supervisor**

The B.S.W. (certified) or M.S.W. (licensed) social worker who will guide and oversee an intern's progress at their internship location employed by the site hosting the internship who meets the qualifications set by the state social work board.

**Social Work Equivalency Program**

A program that allows individuals to attain social work degree equivalency to a bachelor's degree in social work, and to qualify to take the National social work examination.

**Social Work Training Certificate (SWTC)**

A certificate awarded to DSPS which permits individuals who hold a bachelor's degree from an accredited college or university in psychology, sociology, criminal justice, or another approved human services program to obtain the necessary requirements in order to qualify for a social worker certificate.

**Upper Iowa University Academic Advisor**

The Upper Iowa University Center staff member who provides academic planning assistance to learners.

## **XI. Appendices**

- A. Supervised Pre-Certification Social Work Practice
- B. Authorized Social Work Practice
- ~~C. Advisory Bulletin: Amendments to the Social Work Training Certificate Rules~~
- D. Checklist for Internships
- E. Internship Pre-Application and Internship Site Selection Worksheet
- F. Application for Internship
- G. Upper Iowa University Internship Agreement
- H. Waiver of Liability
- I. UIU Internship Hourly Log
- ~~J. Internship Learning Goals/Learning Contract~~
- K. Site Supervisor's Section 1
- L. Site Supervisor's Section 2
- M. Site Supervisor's Final Report
- N. Intern Self-Evaluation
- O. Evaluation of Internship Site
- P. Checklist for Completion of Internship
- Q. Information and Application Instructions for the Social Worker Training Certificate
- R. Supervisor's Affidavit for Internship
- S. Upper Iowa University Standard Grading System
- T. Pre-Internship Assessment

Unofficial Text (See Printed Volume). Current through date and Register shown on Title Page.

## Chapter MPSW 4

### SUPERVISED PRE-CERTIFICATION AND PRE-LICENSURE SOCIAL WORK PRACTICE

MPSW 4.01 Supervised pre-certification and pre-licensure social work practice.

Note: Chapter SFC 4 was created as an emergency rule effective April 26, 1993.  
Note: Chapter SFC 4 was renumbered ch. MPSW 4 under s. 13.93 (2m) (b) 1., Stats., and corrections made under s. 13.93 (2m) (b) 7., Stats., Register October 2002 No. 562.

**MPSW 4.01 Supervised pre-certification and pre-licensure social work practice.** (1) Supervision of pre-certification or pre-licensure practice of social work under s. 457.08 (3) (c) and (4) (c), Stats., shall include the direction of social work practice in face-to-face individual or groups sessions of at least one hour duration during each week of supervised practice of social work. Such supervision may be exercised by a person other than an employment supervisor. The one hour per week supervision requirement may be averaged out over the course of the period of supervision. The supervisor may exercise discretion as to the frequency, duration, and intensity of the supervision sessions to meet an average of one hour supervised session per week during the supervision period. The person supervising the pre-certification or pre-licensure practice of social work shall have adequate training, knowledge and skill to competently supervise any social work service that a social worker undertakes. Supervision of the professional practice of social work in the applied skills of the profession may be exercised by a person other than an employment supervisor. The supervisor may not permit a supervisee to engage in any social work practice that the supervisor cannot competently supervise. All supervisors shall be legally and ethically responsible for the activities of the social work supervisee. Supervisors shall be able to interrupt or stop the supervisee from practicing in given cases, or recommend to the supervisee's employer that the employer interrupt or stop the supervisee from practicing in given cases, and to terminate the supervised relationship if necessary.

(2) If supervision is provided in group sessions, the group shall consist of no more than 6 persons receiving supervision for every one person providing supervision, and may not credit any time which is primarily social activity with the group or supervisor as part of a supervision session. A supervision session which is provided by more than one supervisor may not be credited for more than the actual time elapsed during the supervision session, not including social activities.

(3) A period of supervised practice of social work shall include, but not be limited to, practice in each of the following activities:

(a) Evaluation and assessment of difficulties in psychosocial functioning of a group or another individual;

(b) Developing plans or policies to alleviate those difficulties.

(c) Intervention, which may include psychosocial evaluation and counseling of individuals, families and groups; advocacy; referral to community resources; and facilitation of organizational change to meet social needs.

(4) At the end of the period of supervised practice, the candidate for certification shall have demonstrated to the candidate's supervisor competence in each of the activities listed in sub. (3).

(5) For applications for licensure as an independent social worker received after November 1, 2002, supervision may be exercised by any of the following:

(a) A licensed clinical social worker with a master's or doctorate degree in social work.

(b) A certified independent social worker with a master's or doctorate degree in social work.

(c) An individual, other than an individual specified in par. (a) or (b) who is approved in advance by the social worker section.

(6) For applications for licensure as a clinical social worker received after November 1, 2002, supervision may be exercised by any of the following:

(a) An individual licensed as a clinical social worker who has received a doctorate degree in social work.

(b) An individual licensed as a clinical social worker who has engaged in the equivalent of 5 years of full-time clinical social work.

(c) A psychiatrist or a psychologist licensed under ch. 455, Stats.

(d) An individual licensed as a clinical social worker who has received a master's degree in social work.

(e) An individual, other than an individual specified in par. (a), (b) or (c), who is approved in advance by the social worker section.

History: Cr. Register, November, 1993, No. 455, eff. 12-1-93; CR 01-020: am. (1) (b) 1. and 2., Register December 2001 No. 552, eff. 1-1-02; CR 02-105: am. (1), r. (1) (a), (b) and (4), cr. (5) and (6), Register October 2002 No. 562, eff. 11-1-02; CR 03-098: am. (3) (b) and (c) Register January 2005 No. 589, eff. 2-1-05.

Unofficial Text (See Printed Volume). Current through date and Register shown on Title Page.

## Chapter MPSW 6

### AUTHORIZED SOCIAL WORKER PRACTICE

MPSW 6.01 Certified social worker.  
MPSW 6.02 Certified advanced practice social worker.

MPSW 6.03 Certified independent social worker.  
MPSW 6.04 Licensed clinical social worker.

Note: Chapter SFC 6 was created as an emergency rule effective April 26, 1993.  
Note: Chapter SFC 6 was renumbered ch. MPSW 6 under s. 13.93 (2m) (b) 1, Stats., and corrections made under s. 13.93 (2m) (b) 7., Stats., Register October 2002 No. 562.

**MPSW 6.01 Certified social worker.** A certified social worker may evaluate and assess difficulties in psychosocial functioning, develop a plan to alleviate those difficulties, and either carry out the plan or refer clients to other qualified resources for assistance. Intervention plans may include counseling of individuals, families, and groups; advocacy; referral to community resources; and facilitation of organizational change to meet social needs based on a psychosocial evaluation. A certified social worker may not engage in psychotherapeutic activities.

History: Cr. Register, November, 1993, No. 455, eff. 12-1-93; CR 02-105: am. Register October 2002 No. 562, eff. 11-1-02.

**MPSW 6.02 Certified advanced practice social worker.** A certified advanced practice social worker may evaluate and intervene in complex difficulties in psychosocial functioning. Intervention plans may include counseling of individuals, families, and groups; advocacy; referral to community resources; and facilitation of organizational change to meet social needs based on a psychosocial evaluation. A certified advanced practice social worker may engage in psychotherapeutic activities only under the supervision of a person authorized by the board or by the department of health services to supervise the practice of clinical social work.

History: Cr. Register, November, 1993, No. 455, eff. 12-1-93; CR 02-105: am. Register October 2002 No. 562, eff. 11-1-02; correction made under s. 13.92 (4) (b) 6., Stats.

**MPSW 6.03 Certified independent social worker.** A certified independent social worker may evaluate and intervene in complex difficulties in psychosocial functioning. Intervention plans may include counseling of individuals, families, and groups; advocacy; referral to community resources; and facilitation of organizational change to meet social needs based on a psychosocial evaluation. A certified independent social worker may practice social work independently but may engage in psychotherapeutic activities only under the supervision of a person authorized by the board or by the department of health services to supervise the practice of clinical social work.

History: Cr. Register, November, 1993, No. 455, eff. 12-1-93; CR 02-105: am. Register October 2002 No. 562, eff. 11-1-02; correction made under s. 13.92 (4) (b) 6., Stats.

**MPSW 6.04 Licensed clinical social worker.** A licensed clinical social worker may provide services without supervision for the diagnosis, treatment, and prevention of mental and emotional disorders in individuals, families, and groups to restore, maintain, and enhance social functioning through treatment interventions which may include, but are not limited to, counseling of individuals, families and groups; referral to community resources; advocacy; and facilitation of organizational change to meet social needs; and individual, marital, and group psychotherapy; all based on a psychosocial evaluation. A licensed clinical social worker may engage in psychotherapeutic activities without supervision.

Note: A licensed clinical social worker employed in a certified outpatient mental health clinic is subject to rules of the department of health services regarding supervision.

History: Cr. Register, November, 1993, No. 455, eff. 12-1-93; CR 02-105: am. Register October 2002 No. 562, eff. 11-1-02.

# Wisconsin Department of Regulation & Licensing

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Madison, WI 53703

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Website: <http://drl.wi.gov>

## WISCONSIN DEPARTMENT OF REGULATION AND LICENSING

### SOCIAL WORK SECTION

#### SOCIAL WORK TRAINING CERTIFICATE SELF-HELP GUIDE FOR EDUCATION

The following may be helpful in self-evaluation, but the only sure way to determine eligibility for a social work training certificate, and the individual courses and experience that may be required, is to submit an application (Form #2159) and transcripts of education, along with a \$10.00 fee, to the Department of Regulation and Licensing for review. Allow 6 to 8 weeks for processing. Applications can be obtained online at [www.drl.wi.gov](http://www.drl.wi.gov). The Department cannot give informal assessments over the phone.

#### 1. What degrees will qualify me for a social work training certificate?

- A bachelors degree in psychology, sociology or criminal justice; or another human service program approved by the Social Work Section will qualify.
- A bachelor's degree in another human services major may qualify, but must be reviewed by the Social Work Section. A masters degree in a human services area may qualify, but must be reviewed.

#### 2. Is my major a human services major?

- Any other human services majors must focus predominantly on coursework related to providing services to individuals with difficulties in psychological and social functioning.
- Human services coursework must include content such as psychology, sociology, crisis intervention, therapeutic interviewing, counseling techniques, child or adolescent welfare, clinical placements and field practicums in social service agencies.
- There must be a course with significant content in professional ethics and values in the helping professions, and a senior seminar or capstone course that pulls together the themes of the helping professions.
- A grade point average of 2.5 or greater in the major is required.

#### 3. What courses will I need to take?

- To count toward the requirements, courses must be taken for academic credit, not job training or seminars. Correspondence courses and independent study courses must be reviewed by the Social Work Section and are rarely accepted, as they don't include needed discussion and practice.
- Four courses are required. Courses may be completed in previous education, or after applying for the certificate.

#### Requirements:

- Schools usually know whether their courses have been approved as meeting the training certificate requirements.
- For self-evaluation, look for the following. Course descriptions or syllabi must be submitted for official determination in ambiguous cases.

**Social Welfare Policy and Services:** One 3 credit course with predominant focus on social welfare policy analysis. These courses are usually called "Social Welfare Policy", or a similar title.

**Social Work Practice Methods:** Two 3 credit courses, usually called "Social Work Practice I and II," or similar title. One course usually focuses on practice methods with individuals, the second course usually focuses on practice methods with groups, communities and organizations. Courses in counseling methods that include interviewing may be accepted as meeting the first Methods course requirement, but not both requirements. Research methods and theory courses do not count.

**Human Behavior and the Social Environment:** One 3 credit course, can be called "Human Behavior and the Social Environment", but can also be Human Growth and Development through the Lifespan, Developmental Psychology, or a combination of 3 or more separate courses that cover 3 different phases of the life span.

**APPENDIX D  
UPPER IOWA UNIVERSITY  
CHECKLIST FOR INTERNSHIPS**

Name: \_\_\_\_\_

**BEFORE INTERNSHIP**

- \_\_\_\_\_ ~~Pass assessment process (written essay, interview recommendation letter from Methods/Social Work Practice instructor).~~
- \_\_\_\_\_ Obtain Pre-application and Site Selection Worksheet from Academic Advisor.
- \_\_\_\_\_ Complete Pre-application and Site Selection Worksheet and meet with Academic Advisor to review these documents.
- \_\_\_\_\_ Selection of internship site and qualified Site Supervisor (B.S.W. or M.S.W. certified or licensed in Wisconsin).
- \_\_\_\_\_ Internship site and Site Supervisor approved by Faculty Internship Advisor.
- \_\_\_\_\_ Complete Application for Internship. Original given to Faculty Internship Advisor; copies to Site Supervisor and Intern.
- \_\_\_\_\_ Internship Agreement completed with Faculty Internship Advisor and Site Supervisor. Original given to Faculty Internship Advisor; copies to Site Supervisor and Intern.
- \_\_\_\_\_ Waiver of Liability signed with Site Supervisor. Original given to Faculty Internship Advisor; copies to Site Supervisor and Intern.
- \_\_\_\_\_ Register for internship Section 1 (PSY 403-41 Internship) \* through myUIU or your Center; make arrangements to pay the \$20 insurance fee.

**DURING INTERNSHIP**

- \_\_\_\_\_ ~~Within the first 40 hours of the internship, complete Internship Learning Goals/Learning Contract with Site Supervisor.~~ Review original with Faculty Internship Advisor and give a final copy to Site Supervisor. Retain a copy of this working document for your records.
- \_\_\_\_\_ ~~Within the first 40 hours of the internship,~~ obtain or develop an Internship Job Description including duties and responsibilities with your Site Supervisor. Review original with Faculty Internship Advisor. Retain a copy of this working document for your records.
- \_\_\_\_\_ Attend monthly Internship Seminars as scheduled by Faculty Internship Advisor.
- \_\_\_\_\_ Submit a signed copy of weekly logs and monthly journals as requested by the Faculty Internship Advisor.
- \_\_\_\_\_ Register for internship Section 2 (PSY 403-42 Internship) \* through myUIU or your Center.
- \_\_\_\_\_ Register for internship Section 3 (PSY 403-43 Internship) \* through myUIU or your Center.

**END OF SECTION 1 (minimum of 133 hours)**

\_\_\_\_\_ Site Supervisor completes Section 1 Evaluation of Intern and returns it to Faculty Internship Advisor.

**END OF SECTION 2 (minimum of 267 hours)**

\_\_\_\_\_ Site Supervisor completes Section 2 Evaluation of Intern and returns it to Faculty Internship Advisor.

**END OF INTERNSHIP (minimum of 400 hours)**

\_\_\_\_\_ Site Supervisor completes Final Evaluation of Intern and returns it to Faculty Internship Advisor.

\_\_\_\_\_ Intern completes Intern Self Evaluation and returns it to Faculty Internship Advisor.

\_\_\_\_\_ Intern completes Evaluation of Internship Site and returns it to Faculty Internship Advisor.

\_\_\_\_\_ Intern meets with Faculty Internship Advisor to complete final checklist (Appendix P)

**\* All internship candidates must register for each 3 credits of internship (a total of 9 semester hours). You must register just as you would for any course taken at UIU. The courses are: PSY 403-41 Internship; PSY 403-42 Internship; and PSY 403-43 Internship.**

**PLEASE NOTE: If you do not register for your internship prior to the beginning of each term you will not receive academic credit for the internship. In addition, your participation in the internship activities at the internship site may raise certain legal issues regarding your right to have access to client information and liability for you, the agency and Upper Iowa University. As a consequence of this potential problem, UIU will notify the Site Supervisor that your failure to register for each term constitutes an immediate suspension of the internship and may result in a permanent termination of the placement.**

**APPENDIX E**  
**INTERNSHIP PRE-APPLICATION AND SITE SELECTION WORKSHEET**  
**SOCIAL WORK EQUIVALENCY PROGRAM**

**Instructions:** Complete all questions on this form and the attached worksheet. Make an appointment with your Academic Advisor to review this information and consider a potential internship start date. In order to start your internship you must complete all pre-application tasks at the start of your senior year, or at least two terms in advance (whichever is earlier). Refer to Internship Eligibility, page 9.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (work): \_\_\_\_\_

Phone (cell): \_\_\_\_\_ E-mail address (required): \_\_\_\_\_

Class Status: \_\_\_\_\_ Academic Credits Completed: \_\_\_\_\_

Major: \_\_\_\_\_ GPA in Major: \_\_\_\_\_

Social Work Training Certificate coursework GPA: \_\_\_\_\_

**Social Work Equivalency Program Required Courses (check current status):**

1.  I have completed Human Behavior in the Social Environment **OR**  
 I plan to complete Human Behavior in the Social Environment in Term \_\_\_\_\_
2.  I have completed Social Welfare Programs & Policies **OR**  
 I plan to complete Social Welfare Programs & Policies in Term \_\_\_\_\_
3.  I have completed Social Work Practice I: Individuals **OR**  
 I plan to complete Social Work Practice I: Individuals in Term \_\_\_\_\_
4.  I have completed Social Work Practice II: Families & Groups **OR**  
 I plan to complete Social Work Practice II: Families & Groups in Term \_\_\_\_\_
5.  I have completed Social Work Practice III: Social Institutions **OR**  
 I plan to complete Social Work Practice III: Social Institutions in Term \_\_\_\_\_

**Current Status of Internship (check one)**

1.  I know the site where I would like to be placed.
2.  I have contacted the site where I would like to be placed.
3.  I am not sure about the site where I would like to be placed.

Agency: _____
Contact: _____
Phone: _____

I would like to begin my internship in Term \_\_\_\_\_ in Month/Year \_\_\_\_\_

***I understand that I must complete a 9 credit (3 term) internship  
to be eligible to apply for the Social Work Training Certificate***

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Academic advisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

## UIU INTERNSHIP SITE SELECTION WORKSHEET

Intern's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Purpose:** To help students determine potential internship locations that will best meet their educational and training needs.

**Instructions:** Thoughtfully and legibly complete this worksheet: answers must be complete. Return completed Pre-Application and Site Selection Worksheet to your Academic Advisor.

1. List any previous field experience you have had.
  
2. List coursework or skills training beyond the requirements for your major and the Social Work Equivalency program that is relevant to your internship.
  
3. Have you completed the following courses?

a. Human Behavior in the Social Environment	Y/N
b. Social Welfare Programs & Policies	Y/N
c. Social Work Practice I: Individuals	Y/N
d. Social Work Practice II: Families & Groups	Y/N
e. Social Work Practice III: Social Institutions	Y/N
f. Ethics class	Y/N
g. Diversity class	Y/N
  
4. How much time can you allocate to an internship each week over the three terms? You will be expected to spend approximately 17 hours per week on the internship.
  
5. What practice settings would best match your abilities and interests at this time?
  
6. What types of clients are you most interested in working with at this point in your training? (e.g., ages, presenting concerns, ethnic or cultural backgrounds, etc.)

7. What prior courses, training, or experience have you had working in this setting/with this population?
8. What theoretical orientation or social work practice modality is most interesting to you at present?
9. What prior courses, training, or experience have you had working with this approach?
10. What sort of learning opportunities do you hope to have at your internship site?
11. What experience have you already had in these areas?
12. What level of responsibility would you like? (e.g., first observe interviews, then do part of them with supervision, then do a complete interview with supervision, then a complete interview with a written report)
13. What personal qualities of a supervisor do you think you would work with best?
14. What personal styles might challenge you but help you learn?

15. At this point, do you intend to take the state and national social work exams to become a certified social worker?

16. What kind of social work career most interests you at this point?

17. What are your academic plans after having earned your social work training certificate?

18. What internship experiences will be most useful in helping prepare you for your social work career plans? For your academic plans?

19. Do you have any concerns about the limits of your abilities or knowledge? What are they?

20. What concerns or questions do you have about your personal safety or risks relating to placements?

21. Please note any issues that you have not had an opportunity to address above.

**APPENDIX F**  
**UPPER IOWA UNIVERSITY**  
**APPLICATION FOR INTERNSHIP**

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (work): \_\_\_\_\_

Phone (cell): \_\_\_\_\_ E-mail address (required): \_\_\_\_\_

Class Status: \_\_\_\_\_ Academic Credits Completed: \_\_\_\_\_

Major: \_\_\_\_\_ GPA in Major: \_\_\_\_\_

Social Work Equivalency Program coursework GPA: \_\_\_\_\_

I would like to begin my internship in Term \_\_\_\_\_ in Month/Year \_\_\_\_\_

**Days and times available for internship**

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Times					

**Internship Site Information:**

Internship Site: \_\_\_\_\_

Site Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

(Must be a Wisconsin Certified or Licensed Social Worker with a B.S.W. or M.S.W.)

Supervisor phone: \_\_\_\_\_ Supervisor email: \_\_\_\_\_

Supervisor degree: \_\_\_\_\_ B.S.W. \_\_\_\_\_ M.S.W.

Supervisor certification/license: \_\_\_\_\_ C.S.W. \_\_\_\_\_ A.P.S.W. \_\_\_\_\_ L.C.S.W.

**Copies of this form should be filed with the Faculty Internship Advisor and the Site Supervisor**



**APPENDIX H**  
**UPPER IOWA UNIVERSITY**  
**WAIVER OF LIABILITY**

I acknowledge that I am participating in an internship for credit. I understand and acknowledge that there is an inherent risk that I might sustain physical injury in the course of my internship. I hereby waive all claims and release Upper Iowa University, its directors, officers, agents and employees from liability for wrongful death, personal injury and property damage caused by the negligence of Upper Iowa University or its directors, officers, agents or employees. In addition, I agree to indemnify Upper Iowa University, its directors, officers, agents and employees and hold them harmless from all liability, including actual costs, expenses and attorney fees incurred by them arising from claims, actions or lawsuits brought against them while I am participating in this internship program.

Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_

Witness from Internship Site: \_\_\_\_\_  
(Name and Title)

Internship Site: \_\_\_\_\_

Internship Location: \_\_\_\_\_  
(City and State)



## APPENDIX J

### INTERNSHIP LEARNING GOALS/LEARNING CONTRACT

Your Internship Learning Goals/Learning Contract needs to be consistent with the six competencies that the Department of Safety and Professional Services (DSPS) expects you to acquire during your 400 hour internship. These competencies appear on page 1 of the UIU Internship Manual. Because of their importance, you should become quite familiar with these six competencies.

At the end of your internship, your agency supervisor will submit to the DSPS the completed Supervisor's Internship Affidavit. On this affidavit, he/she will attest that you have completed a 400 hour internship, that he/she served as your agency supervisor and that you have shown minimal competency in the six competencies they require for certification.

These competencies represent the six major learning goals of your internship. The six DSPS competencies can be learned at all UIU internship sites. However, the specific ways they are attained will differ from site to site and from intern to intern.

Whereas the competencies are stated in more global terms, the sub-goals under each competency need to be stated in very precise, operational terms. In this way, it will be clear whether you have accomplished the goals that correspond with each of the DSPS Social Work competencies.

All sub-goals under each Competency need to meet the following criteria:

#### **Specific**

- Well defined
- Answers who, what, where, when
- Clear to anyone that has a basic knowledge of the field

#### **Measurable**

- How you will know it has been achieved

#### **Agreed Upon**

- Goals are the result of agreement between the intern, the site supervisor and faculty internship advisor

#### **Relevant**

- Include client's service goals, competencies required by the State Department of Safety and Professional Services and the internship agency as well as the learner's personal goals

#### **Time Based**

- Set a specific time when the goal will be achieved

In order to remember these criteria for a well defined goal, you can use the acronym **SMART Goals**.

The following goal statement is an example of a SMART Goal that meets all the criteria for goal setting:

*I will 1) read at least 7 professional journal articles on the Stages of Alcoholism, 2) prepare a one page information sheet based on those articles, and 3) at the April 25, 2010 weekly conference at the Hilltop Social Service Agency, distribute the information sheet and present a 5 minute in-service training module based on those readings.*

This goal statement would be a sub-goal under the first DSPS competency (Evaluation and assessment of difficulties in psychosocial functioning of a group or another individual) and is stated in Specific, Measureable, Agreed-upon, Relevant, and Time Based terms.

The Internship Learning Goals/Learning Contract is designed to assist you in setting learning goals for your internship. The six DSPS competencies are printed on the form. Under each competency there are several lines for you to enter your sub-goals in the SMART Goals format and the date you accomplished that goal as well as several more lines for you to enter any new goals that arise during your internship or any modifications to the goals you originally set.

1. Once you become quite familiar with the DSPS's six Social Work competencies, consider your own learning goals, that are the specific knowledge, skills and attitudes you will develop during your internship that correspond with the six Social Work competencies. These specific goals relate directly to the DSPS Social Work competencies but are unique to what you wish to learn and to your internship agency.
2. Work with your site supervisor and faculty internship advisor in developing these specific goals.
3. List each sub-goal under the relevant DSPS competency on the Internship Learning Goals/Contract.
4. Make sure you have stated these sub-goals in SMART Goals format. This will clarify exactly what each of your goals mean and enable you and your supervisor to determine whether you have met your goals.
5. Make sure to review these goals with your site supervisor and your faculty internship advisor.
6. Throughout your internship use the Internship Learning Goals/Learning Contract to record when a goal has been achieved, when a goal has been modified, and any new goal you have set for yourself.
7. Once you have a final draft, print it on agency letterhead and sign it and have your site supervisor and faculty internship advisor countersign it.
8. The completed Internship Learning Goals/Learning Contract will provide you with formal means of documenting the goals you set and accomplished during your internship and the relationship of these goals to the six DSPS competencies.

**Example of an Entry on the Internship Learning Goals/Learning Contract**

- I. Evaluation and assessment of difficulties in psychological functioning of a group or individual
  - A. By April 15, 2012, I will be able to correctly complete the SASB intake form without assistance and review it with my supervisor before entering it into the chart.
  - B. By May 1, 2012, I will be able to complete a functional assessment of clients according to agency policies and procedures under direct supervision and write the first draft of a progress note for the chart.

**INTERNSHIP LEARNING GOALS/LEARNING CONTRACT**

Intern Name: \_\_\_\_\_ Site Supervisor Name: \_\_\_\_\_

Faculty Internship Advisor Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** This contract must be submitted **within the first 40 hours** of the internship. The intern should review these goals with the Faculty Internship Advisor and the Site Supervisor at the completion of 133 internship hours, at 267 internship hours, and upon completion of 400 internship hours.

- I. Demonstrate the ability to: engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities in regard to strengths and difficulties in biological, psychological, sociological, cultural, and spiritual functioning.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

- II. Demonstrate intervention skills, including: collecting, organizing, and interpreting client data; assessing client strengths and limitations; using empathy and other interpersonal skills; developing mutually agreed-upon intervention goals and objectives; determining and implementing appropriate intervention strategies; and referring clients to other qualified resources when appropriate.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**III. Develop a mutually agreed-on focus of work and desired outcomes, which may include: implementing prevention interventions that enhance client outcomes; helping clients resolve problems; negotiating, mediating, and advocating for clients; facilitating transitions and endings; referring to community resources; facilitating organizational change to meet social needs based on evaluation and assessment; and critically analyze, monitor, and evaluate interventions.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**IV. Knowledge of other disciplines and resources relevant to the evaluation of clients, plans and policies to alleviate client difficulties, and intervention planning.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**V. Demonstrate cultural competence, based on the NASW Standards for Cultural Competence in Social Work Practice, by intervening effectively on behalf of diverse populations and populations most vulnerable and discriminated against; providing culturally competent services; and collaborating with others to develop services.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**VI. Make ethical decisions by applying standards of the NASW Code of Ethics in the delivery of social work services to clients, and applying relevant Wisconsin laws and administrative rules, as applicable.**

Sub-goals specific to this internship Date Completed

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

Additional goals established or/and modifications to original goals during internship

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

We, the undersigned, agree to evaluate the progress in accomplishing these goals throughout the internship. If difficulties arise, the intern will contact the Site Supervisor and/or the Faculty Internship Advisor to collaborate on developing a resolution.

Intern Signature: \_\_\_\_\_ Site Supervisor Signature: \_\_\_\_\_

Faculty Internship Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX K**  
**UPPER IOWA UNIVERSITY**  
**SITE SUPERVISOR'S SECTION 1 REPORT**  
(minimum of 133 hours)

Intern Name: \_\_\_\_\_

Organization: \_\_\_\_\_

This report should be a narrative summary of experiences and impressions of the intern by the Site Supervisor during the first 1/3 of the internship (133 hours). In the course of your narrative, note the intern's particular areas of strengths as well as areas which might be the focus of further growth.

Please address the following and attach to this form:

1. Extent to which the intern has met his/her stated goals
2. Quality of work (both delivery of services and documentation)
3. Dependability/punctuality
4. Job knowledge
5. Ability to learn
6. Judgment
7. Initiative & creativity
8. Cooperation/ability to work with the Interdisciplinary team
9. Attitude & ability to engage clients
10. Knowledge of and practice within ethical boundaries
11. Acceptance and appropriate use of supervisor feedback

Please indicate the intern's achievement level for this term by circling the appropriate letter grade. The Faculty Internship Advisor will determine the final grade based upon your recommendation and on the intern's effort on assigned paperwork and seminar attendance and participation.

- A Clearly stands out as an excellent performer
- A- Stands out as an excellent performer
- B+ Performs competencies at a level considered to be very good
- B Performs competencies at a level considered to be good
- B- Often performs competencies at a level considered to be good
- C+ Demonstrates a just more than satisfactory performance of competencies
- C Demonstrates a satisfactory performance of competencies
- C- Demonstrates a barely satisfactory performance of competencies
- D+ Quality and quantity of work is below average but verging on acceptable
- D Quality and quantity of work is below average and barely acceptable
- D- Quality and quantity of work is well below average and marginally acceptable
- F Intern unable or unwilling to perform given tasks or behaves in an unethical manner despite repeated warnings. Grounds for internship termination.

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Name typed or printed)

Site Supervisor Signature: \_\_\_\_\_ Title: \_\_\_\_\_

**APPENDIX L**  
**UPPER IOWA UNIVERSITY**  
**SITE SUPERVISOR'S SECTION 2 REPORT**  
(minimum of 267 hours)

Intern Name: \_\_\_\_\_

Organization: \_\_\_\_\_

This report should be a narrative summary of experiences and impressions of the intern by the Site Supervisor during the middle 1/3 of the Internship (total of 267 hours). In the course of your narrative, note the intern's particular areas of strengths as well as areas which might be the focus of further growth.

Please address the following and attach to this form:

1. Extent to which the intern has met his/her stated goals
2. Quality of work (both delivery of services and documentation)
3. Dependability/punctuality
4. Job knowledge
5. Ability to learn
6. Judgment
7. Initiative & creativity
8. Cooperation/ability to work with the Interdisciplinary team
9. Attitude & ability to engage clients
10. Knowledge of and practice within ethical boundaries
11. Acceptance and appropriate use of supervisor feedback

Please indicate the intern's achievement level for this term by circling the appropriate letter grade. The Faculty Internship Advisor will determine the final grade based upon your recommendation and on the intern's effort on assigned paperwork and seminar attendance and participation.

- A Clearly stands out as an excellent performer
- A- Stands out as an excellent performer
- B+ Performs competencies at a level considered to be very good
- B Performs competencies at a level considered to be good
- B- Often performs competencies at a level considered to be good
- C+ Demonstrates a just more than satisfactory performance of competencies
- C Demonstrates a satisfactory performance of competencies
- C- Demonstrates a barely satisfactory performance of competencies
- D+ Quality and quantity of work is below average but verging on acceptable
- D Quality and quantity of work is below average and barely acceptable
- D- Quality and quantity of work is well below average and marginally acceptable
- F Intern unable or unwilling to perform given tasks or behaves in an unethical manner despite repeated warnings. Grounds for internship termination.

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

(Name typed or printed)

Site Supervisor Signature: \_\_\_\_\_ Title: \_\_\_\_\_

**APPENDIX M**  
**UPPER IOWA UNIVERSITY**  
**SITE SUPERVISOR'S FINAL REPORT**  
(minimum of 400 hours)

Intern Name: \_\_\_\_\_

Organization: \_\_\_\_\_

**Directions:** Please rate the intern on the following items using by entering the number that corresponds to your assessment. Please also attach a narrative addressing your overall impression of this intern, as well as any areas of particular achievement or limitation.

The ratings are as follows:

- 5- Far exceeds reasonable expectations; only a few will merit this
- 4- Usually exceeds reasonable expectations
- 3- Always meets reasonable expectations, but only occasionally exceeds them, most will merit this rating
- 2- Generally meets reasonable expectations, but occasionally falls short
- 1- Often falls short of reasonable expectations
- 0- Insufficient knowledge to make a judgment or not relevant

- \_\_\_ Shows initiative, acts with minimum instructions, and seeks new responsibilities
- \_\_\_ Quality of work- delivery of services
- \_\_\_ Quality of work- documentation
- \_\_\_ Demonstrates commitment to self, peers, and clients by being present and prepared for scheduled shifts
- \_\_\_ Gave sufficient notice when tardy or absent
- \_\_\_ Extent to which assigned tasks were completed on time
- \_\_\_ Extent to which intern approached his/her work and clients with a positive attitude
- \_\_\_ Interpersonal relationships, ability and willingness to work with others in an interdisciplinary team
- \_\_\_ Extent to which intern met his or her stated goals
- \_\_\_ Use of creativity in work within the agency and/or with clients, to the extent the agency allowed
- \_\_\_ Knowledge of appropriate technology necessary for job performance
- \_\_\_ Knowledge of the social work profession and of effective interventions/case management
- \_\_\_ Ability to apply knowledge in a practical and useful manner
- \_\_\_ Ability to learn and apply new information
- \_\_\_ Willingness to seek out supervision when needed
- \_\_\_ Entered supervision meetings with an agenda of things to discuss
- \_\_\_ Capacity for critical self-evaluation
- \_\_\_ Ability to accept constructive criticism and assessment from supervisor and other professionals
- \_\_\_ Ability to apply supervisor feedback appropriately
- \_\_\_ Ability to make appropriate decisions in a timely manner
- \_\_\_ Ability to plan and coordinate work assignments in an organized fashion
- \_\_\_ Acceptance and respect for clients, ability to connect to clients and convey that respect
- \_\_\_ Appropriate use of humor with peers and clients, while also exhibiting understanding of the seriousness of client issues
- \_\_\_ Knowledge of and practice within ethical boundaries
- \_\_\_ Cultural awareness and competence in working with clients from a variety of backgrounds
- \_\_\_ Ability of the intern to recognize personal values, beliefs and biases and how they influence work with clients

Suggested letter grade: \_\_\_\_\_ (See Appendix S)

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Name typed or printed)

Site Supervisor Signature: \_\_\_\_\_ Title: \_\_\_\_\_

**APPENDIX N**  
**UPPER IOWA UNIVERSITY**  
**INTERN SELF-EVALUATION**

Intern Name: \_\_\_\_\_

Organization: \_\_\_\_\_

**Purpose:** Part of the skill of becoming a social worker is self-awareness, especially awareness of yourself in relation to clients and awareness of your strengths and limitations. This evaluation will require you to evaluate skill level as a beginning social worker in a number of areas, as well as your performance in this particular internship employment opportunity.

**Directions:** Please rate yourself on the following items using by entering the number that corresponds to your self-assessment. Feel free to attach comments on a separate sheet of paper.

**The ratings are as follows:**

- 5- Far exceeds reasonable expectations; only a few will merit this
- 4- Usually exceeds reasonable expectations
- 3- Always meets reasonable expectations, but only occasionally exceeds them, most will merit this rating
- 2- Generally meets reasonable expectations, but occasionally falls short
- 1- Often falls short of reasonable expectations
- 0- Insufficient knowledge to make a judgment or not relevant

- \_\_\_ Shows initiative, acts with minimum instructions, and seeks new responsibilities
- \_\_\_ Quality of work- delivery of services
- \_\_\_ Quality of work- documentation
- \_\_\_ Demonstrates commitment to self, peers, and clients by being present and prepared for scheduled shifts
- \_\_\_ Gave sufficient notice when tardy or absent
- \_\_\_ Interpersonal relationships, ability and willingness to work with others in an interdisciplinary team
- \_\_\_ Extent to which goals were met
- \_\_\_ Timely, accurate and thoughtful completion of logs and journals
- \_\_\_ Attendance at all seminars given by faculty internship advisor
- \_\_\_ Use of creativity in work within the agency and/or with clients, to the extent the agency allowed
- \_\_\_ Knowledge of appropriate technology necessary for job performance
- \_\_\_ Knowledge of the social work profession and of effective interventions/case management
- \_\_\_ Ability to apply knowledge in a practical and useful manner
- \_\_\_ Ability to learn and apply new information
- \_\_\_ Willingness to seek out supervision when needed
- \_\_\_ Entered supervision meetings with an agenda of things to discuss
- \_\_\_ Ability to accept constructive criticism and assessment from supervisor and other professionals
- \_\_\_ Ability to apply supervisor feedback appropriately
- \_\_\_ Ability to make appropriate decisions in a timely manner
- \_\_\_ Extent to which assigned tasks were completed on time
- \_\_\_ Ability to plan and coordinate work assignments in an organized fashion
- \_\_\_ Acceptance and respect for clients, ability to make them feel respected
- \_\_\_ Appropriate use of humor with peers and clients, while also exhibiting understanding of the seriousness of client issues
- \_\_\_ Knowledge of and practice within ethical boundaries
- \_\_\_ Cultural awareness and competence in working with clients from a variety of backgrounds
- \_\_\_ Ability to recognize personal values, beliefs and biases and how they influence your work with clients

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX O**  
**UPPER IOWA UNIVERSITY**  
**EVALUATION OF INTERNSHIP SITE**

**Purpose:** To indicate areas where improvement may be made between the internship site and Upper Iowa University and to transmit general information for future interns.

**Directions:** This form is to be completed by the intern and filed with the Faculty Internship Advisor and UIU Center before a final grade will be submitted.

Name of Site: \_\_\_\_\_

Dates of Internship: \_\_\_\_\_

Intern's Name: \_\_\_\_\_

Given below are questions relevant to your internship setting and your field supervisor. Please consider each question carefully, then rate your placement site and site supervisor on each item by entering the number that corresponds to your assessment.

**The ratings are as follows:**

1-Poor, unacceptable    2-Fair, needs improvement    3-Acceptable    4-Very Good    5-Outstanding

- \_\_\_ 1. The placement site offered proper training in procedures and policies at the commencement of the internship.
- \_\_\_ 2. The placement provided good learning opportunities with clients and programs.
- \_\_\_ 3. The placement helped you reach you learning goals.
- \_\_\_ 4. The placement provided a welcoming environment to you as a social work intern.
- \_\_\_ 5. The placement helped you understand the role of social workers within the larger community and as part of the larger interdisciplinary team.
- \_\_\_ 6. The site supervisor was accessible for supervision and consultation on a regular, consistent basis.
- \_\_\_ 7. The site supervisor was knowledgeable and was able to convey that knowledge where helpful and appropriate.
- \_\_\_ 8. The site supervisor helped structure assignments in order to meet you stated goals.
- \_\_\_ 9. The site supervisor was able to offer constructive criticism and evaluation.
- \_\_\_ 10. The placement agency and site supervisor seemed committed to developing greater cultural competence.
- \_\_\_ 11. Overall, how would you rate this placement site?
- \_\_\_ 12. Overall, how would you rate this site supervisor?
- \_\_\_ 13. If your immediate supervisor was someone other than your site supervisor, please rate that person overall.

(Name: \_\_\_\_\_)

Would you recommend this site for future learners?

What are the strengths and limitations of this placement site?

What are the strengths and limitations of this site supervisor?

**APPENDIX P**  
**CHECKLIST FOR COMPLETION OF INTERNSHIP**

**Purpose:** To assure completion of internship steps at the end of each term/section. This form remains in the internship file.

Intern Name: \_\_\_\_\_ Internship Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Internship Dates: \_\_\_\_\_

Faculty Internship Advisor: \_\_\_\_\_

- \_\_\_\_ Internship Application
- \_\_\_\_ Internship Agreement
- \_\_\_\_ Internship Waiver
- \_\_\_\_ Copy of Supervisor License/Certification

- \_\_\_\_ Resume (optional)
- \_\_\_\_ Cover Letter (optional)

~~\_\_\_\_ Internship Learning Goals/Learning Contract~~

\_\_\_\_ Internship Job Description

**Attendance at Saturday Seminars**

- \_\_\_\_ Section 1
- \_\_\_\_ Section 2
- \_\_\_\_ Section 3

**Log of Hours**

- \_\_\_\_ Section 1
- \_\_\_\_ Section 2
- \_\_\_\_ Section 3

**Journal**

- \_\_\_\_ Section 1
- \_\_\_\_ Section 2
- \_\_\_\_ Section 3

**Hour of Supervision Per Week**

- \_\_\_\_ Section 1
- \_\_\_\_ Section 2
- \_\_\_\_ Section 3

**Supervisor Evaluations**

- \_\_\_\_ Section 1
- \_\_\_\_ Section 2
- \_\_\_\_ Section 3

**Student Evaluations (Section 3)**

- \_\_\_\_ Self-Evaluation
- \_\_\_\_ Site Evaluation

\_\_\_\_ Discuss obtaining Social Work Training Certificate Application from DSPS

\_\_\_\_ Discuss having Internship Supervisor Affidavit signed and notarized

# Wisconsin Department of Regulation & Licensing

Mail To: P.O. Box 8935  
Madison, WI 53708-8935

FAX #: (608) 261-7083  
Phone #: (608) 266-2112

1400 E. Washington Avenue  
Madison, WI 53703  
E-Mail: [web@drl.state.wi.us](mailto:web@drl.state.wi.us)  
Website: <http://drl.wi.gov>

## EXAMINING BOARD OF SOCIAL WORKERS, MARRIAGE AND FAMILY THERAPISTS AND PROFESSIONAL COUNSELORS

### SOCIAL WORKER SECTION

#### INFORMATION AND APPLICATION INSTRUCTIONS FOR THE SOCIAL WORKER TRAINING CERTIFICATE

#### I. INTRODUCTION

A Social Worker Training Certificate (SWTC) permits individuals who hold a bachelor's degree from an accredited college or university in psychology, sociology, criminal justice, or another approved human services program to obtain the necessary requirements in order to qualify for a social worker certificate.

To obtain a social worker training certificate, individuals must complete the application (Form #2159), pay the required fee, and provide verification of one of the acceptable degrees (see below for further information).

**A social worker training certificate is only valid for a maximum of 24 months and may not be renewed.** However, the SWTC will expire on the date on which the certificate holder receives the results of the national social work examination if that date occurs before the end of the 24 months. SWTC holders may practice as a social worker and use that title.

During the period in which a SWTC is valid, the certificate holder must complete the following requirements in order to obtain the social work certification:

- (1) The required coursework as found in s. MPSW 3.13 (2), Wis. Admin. Code;
- (2) Either a human services internship of at least 400 hours (if not completed as part of the degree program) or one year of supervised social work employment;

Before being eligible to receive a social worker certificate applicants must also pass the national social work examination and the Wisconsin state statutes and administrative rules' examination.

#### II. INSTRUCTIONS FOR OBTAINING A SOCIAL WORKER TRAINING CERTIFICATE

1. Complete the application form (Form #2159), including a notarized signature.
2. Attach \$10.00 required fee to the application. Make the check or money order payable to the **DEPARTMENT OF REGULATION AND LICENSING.**
3. In addition to the application form and fee, the following supporting documents must be forwarded to the Social Worker Section:
  - a. Certified transcript(s) of all professional education leading to your bachelor's degree (psychology, sociology, criminal justice, or another approved human services program). **These must be sent directly to the Section from the academic institution.**
  - b. Form #2805 must be completed. Separate course catalog descriptions of your human services program, must also be provided along with individual course descriptions, including the instructors course syllabus or outline for any coursework you have identified on Form #2805 unless they appear on the list of approved courses for the social worker training certificate. The list of approved courses is available on the department website at <http://drl.wi.gov>.

## Wisconsin Department of Regulation & Licensing

- c. If your major is something other than sociology, criminal justice or psychology, Form #2807 must be completed. Separate course catalog descriptions of your human services program must also be provided along with individual course descriptions, including the instructors course syllabus or outline for any coursework you have identified on Form #2807.

### III. INSTRUCTIONS FOR OBTAINING A SOCIAL WORKER CERTIFICATION

Upon successful completion of all of the requirements under the SWTC, the following items must be submitted before a "basic level" social work certification credential will be issued:

1. An application form (Form #1992) and the required fee (may be submitted after the training certificate is issued).
2. An official transcript of the courses required under s. MPSW 3.12 (2), Wis. Admin. Code, and the college catalog course descriptions, and the instructor's course syllabus, unless they appear on the list of approved courses for the social worker training certificate. The list of approved courses is available on the Department of Regulation and Licensing website at <http://drl.wi.gov>. (If this was submitted with your original SWTC application, these items do not need to be resubmitted.)
3. Either the Supervisor's Affidavit for Employment form (Form #2802) or the Supervisor's Affidavit for Internship (Form #2801).
4. An official description of the duties performed by the applicant during the internship or employment period.
5. Evidence of having passed the national social work examination. (This information will be forwarded to the Section by ASWB.)
6. Evidence of having passed the Wisconsin statutes and rules' examination. (This information will be forwarded to the Section.)

### IV. NOTE:

If you hold a social worker training certificate and have not completed all the requirements for obtaining the social work certificate, and you have failed the national exam, your social worker training certificate (SWTC) must be returned to the Social Worker Section c/o the Department of Regulation and Licensing, and you may only become certificated as a social worker by obtaining a bachelor's or master's degree in social work. You must also stop using the title "social worker."

If you hold a social worker training certificate and have completed all the requirements for the training certificate, but you have failed the national exam, you must return your social worker training certificate (SWTC) to the Social Worker Section c/o of the Department of Regulation and Licensing and you must stop using the title "social worker." However, you may retake the examination following the 90-day waiting period.

Please have all documents addressed to:

SOCIAL WORKER SECTION  
DEPARTMENT OF REGULATION AND LICENSING  
PO BOX 8935  
MADISON, WI 53708-8935

# Wisconsin Department of Regulation & Licensing

Mail To: P.O. Box 8935  
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1400 E. Washington Avenue  
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Website: http://drl.wi.gov

## EXAMINING BOARD OF SOCIAL WORKERS, MARRIAGE AND FAMILY THERAPISTS AND PROFESSIONAL COUNSELORS

### SOCIAL WORKER TRAINING CERTIFICATE

### SUPERVISOR'S AFFIDAVIT FOR INTERNSHIP

(This form should be completed only for those who did an internship.)

1. This affidavit is to be completed by the applicant's supervising social worker, who must have a BSW or MSW degree and State of Wisconsin social work certification.

Supervisor's name: \_\_\_\_\_

Applicant's name: \_\_\_\_\_

2. This affidavit must be accompanied by an **official description of the duties performed by the applicant during the time period indicated.** The position must provide experience in direct practice with clients in all areas described below, and this practice must comprise a predominant part of the experience. The position must give the applicant direct responsibility for the areas listed on the affidavit, and not be one of assisting, observing others perform, or being primarily the manager of others who perform

3. The supervisor must send the **notarized** affidavit with position description and internship documents directly to Social Work Section, Wisconsin Department of Regulation and Licensing, P.O. Box 8935, Madison, WI 53708.

**This applicant's internship was:**

\_\_\_\_\_ Under the auspices of a college or university as part of the applicant's degree program.

\_\_\_\_\_ Under the auspices of a college or university while the applicant was holding the training certificate.

\_\_\_\_\_ Other: Please explain: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name of sponsoring college or university: \_\_\_\_\_

# Wisconsin Department of Regulation & Licensing

To be completed by the supervising social worker:

Please print

Applicant's Name:	
Dates of Internship:	From: _____ To: _____
Hours per Week:	
Total number of hours of internship:	
Agency Name:	
Agency Location / Address:	
Position/Title in the agency equivalent to the duties that the applicant provided during internship:	
<u>Supervising Social Worker:</u>	Name: _____
	Position / Title: _____
	Degree: _____ BSW _____ MSW Credential # _____ Type of: _____ Credential

# Wisconsin Department of Regulation & Licensing

Applicant's name: \_\_\_\_\_

(Print)

**Supervisor: Please initial each space below to certify.**

\_\_\_\_\_ I certify that I provided direct, on-site supervision of the above-named applicant in a human services **internship** which involved direct practice with clients, and which provided training and experience in all of the areas listed below.

- \_\_\_\_\_ a. Evaluation and assessment of difficulties in psychosocial functioning of a group or another individual.
- \_\_\_\_\_ b. Developing plans or policies to alleviate those difficulties, and either carrying out the plan or referring individuals to other qualified resources for assistance.
- \_\_\_\_\_ c. Intervention planning, which may include psychosocial evaluation and counseling of individuals, families and groups; advocacy; referral to community resources, and facilitation of organizational change to meet social needs, based on evaluation and assessment described in (a) above.
- \_\_\_\_\_ d. Knowledge of other disciplines relevant to the evaluation of clients, plans and policies to alleviate client difficulties, and intervention planning.
- \_\_\_\_\_ e. The ability to intervene effectively on behalf of diverse populations and populations most vulnerable and discriminated against, including development of cultural competence, provision of culturally competent services, and ability to collaborate with others to develop services.
- \_\_\_\_\_ f. Application of professional ethics and standards in the delivery of social work services to clients.

\_\_\_\_\_ I certify that the applicant demonstrated competency in all of the areas listed and that I believe that the applicant is competent to practice social work in Wisconsin.

\_\_\_\_\_ I certify that I met with the applicant **in a face-to-face individual session at least one hour per week for the duration of the internship**, to direct this social work practice.

\_\_\_\_\_ I further certify that I have reviewed and complied with MPSW 4.01(1)(a) and (3) of the Wisconsin Administrative Code, which sets guidelines for supervision of social work practice in Wisconsin.

\_\_\_\_\_ I certify that the applicant's experience involved at least 400 hours of supervised social work experience (400 hours is the minimum requirement for internships beginning after October 1, 2006).

Signature of Supervising Social Worker: \_\_\_\_\_

Date: \_\_\_\_\_

Subscribed and sworn to before me this

SEAL

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

My Commission expires \_\_\_\_\_.

**APPENDIX S**  
**UPPER IOWA UNIVERSITY**  
**STANDARD GRADING SYSTEM - GRADE DEFINITIONS AND CRITERIA**

**A = Clearly stands out as an excellent performer (94-100).**

Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.

**A- = Stands out as an excellent performer (90-93).**

Has sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example: "A-" work should be of such a nature that it might be put on reserve for other students but with reservations; an "A-" should be considered a very high grade.

**B+ = Performs competencies at a level considered to be very good (87-89).**

Participates consistently in class discussion. Writes very well. In on-ground environments, speaks very well. Accomplishes much more than the minimum requirements. Produces consistently high quality work.

Example: "B+" work indicates a very high quality of performance and is given in recognition for solid work; a "B+" should be considered a high grade.

**B = Performs competencies at a level considered to be good (84-86).**

Participates actively in class discussion. Writes well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Produces high quality work. This is the minimum passing grade for graduate work.

Example: "B" work indicates a high quality of performance and is given in recognition for solid work; a "B" should be considered a very good grade.

**B- = Often performs competencies at a level considered to be good (80-83).**

Often participates in class discussion. Often well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Usually, but not always, produces high quality work.

Example: "B-" work indicates very good performance and is given in recognition for usually solid work; a "B-" should be considered a good grade.

**C+ = Demonstrates a just more than satisfactory performance of competencies (77-79).**

Accomplishes all of the minimum requirements, and displays above average initiative. Communicates orally and in writing at an above average level for a college student. Has an understanding of all basic concepts.

Example: "C+" work represents above average work. A student receiving a "C+" has more than met the requirements, including deadlines, of the course.

**C = Demonstrates a satisfactory performance of competencies (74-76).**

Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally (on-ground environments) and in writing at an acceptable level for a college student. Has an acceptable understanding of all basic concepts.

Example: "C" work represents average work. A student receiving a "C" has met the requirements, including deadlines, of the course.

**C- = Demonstrates a barely satisfactory performance of competencies (70-73).**

Accomplishes only the minimum requirements, and displays less than average initiative. Communicates orally and in writing at a barely acceptable level for a college student. Has a marginal understanding of all basic concepts.

Example: "C-" work represents below average work. A student receiving a "C-" has barely met the requirements, including deadlines, of the course.

**D+ = Quality and quantity of work is below average, but verging on acceptable (67-69).**

Accomplishes the most basic requirements of the course with skill that approaches the acceptable level.

Example: "D+" work is passing and approaches, but does not meet the average expectations.

**D = Quality and quantity of work is below average and barely acceptable (64-66).**

Accomplishes the most basic requirements of the course with below average skill.

Example: "D" work is passing by a slim margin and questions the student's ability to succeed in more advanced coursework.

**D- = Quality and quantity of work is well below average and marginally acceptable (60-63).**

Accomplishes the most basic requirements of the course and executes them poorly.

Example: "D-" work is passing, but strongly questions the student's ability to continue on with more advanced level of coursework.

**F = Quality and quantity of work is unacceptable (less than 60 points).**

Academic credit is not earned for an F.

Example: "F" work does not qualify the student to progress to a more advanced level of course work.

**APPENDIX T**  
**UPPER IOWA UNIVERSITY**  
**PRE-INTERNSHIP ASSESSMENT**

Upper Iowa University attempts to offer field work internships for undergraduate students who have completed the core courses required for eligibility for a Social Work Training Certificate in Wisconsin. Because the Wisconsin Department Safety and Professional Services certified UIU as a provider of higher education in this pursuit, UIU has developed an assessment tool for prospective interns that align with the standards and desires of Wisconsin.

In order to *begin* an internship, supervised and coordinated by UIU, a student must receive a C or better in the core courses (PSY383, PSY391, PSY392, PSY393, and SOC384) and adequately demonstrate competencies in the field of human services. The student may *apply* for an internship after successfully completing Social Work Practice I with a C grade or better.

The application process will help assess prospective students who will competently represent their agency, UIU, and future clients. The protocol is the same for non-degree seeking students. A letter of endorsement by at least one of the instructors of Social Work Practice I or II or another social work professional is necessary. The letter of endorsement should indicate that the student is successfully meeting the following standards:

- a. The highest ethical standards as determined by the NASW's Code of Ethics;
- b. An understanding of multicultural diversity and universal "citizenship;"
- c. Respectful collaboration with peers and colleagues;
- d. Performing duties in a timely and professional manner.

Competencies in interviewing and communication will also be reviewed. At least two faculty members chosen by the Center Director will assess the student's written and communication skills to determine if they meet the necessary standards that are commiserate with their pursuit for a career in human services. At least one of the faculty members must be licensed by the Department of Regulation and Licensing and have a MSW or MSSW. A reasonable stipend will be paid to the adjunct faculty for this assessment task.

The task assignments and rubrics are presented in the following pages.

If the student does not demonstrate adequate competencies in either the written or verbal portions of the application process, the student will be referred to educational services that would address these issues. The student would be allowed to reapply after two months without penalty or prejudice. If the student fails to demonstrate adequate competencies the second time, he or she will no longer be eligible to participate in a UIU internship program. The student would be allowed to appeal the decision to the Academic Dean.

Upper Iowa University makes every attempt to invite applicants of diverse cultural and socioeconomic backgrounds and evaluates students with sensitivity and understanding.

## RUBRICS FOR ASSESSMENT OF WRITTEN WORK

Written competencies will be determined by the submission of a one- to two- page essay regarding the candidate's interest in human services and future career goals.

**TASK:** Please explain your interest in the area of Human Services. How did events in your own life lead to your interest? What are your career goals? Who or what inspired you?

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

	<b>Unacceptable/ Poor (0-2pts.)</b>	<b>Marginal (2-3pts.)</b>	<b>Proficient (4pts)</b>	<b>Exemplary (5pts.)</b>	<b>SCORE</b>
<b>Focus</b>	Reader cannot understand the writing because there is no sequence of information.	Reader has difficulty following presentation because student jumps around	Student presents information in logical sequence which reader can follow.	Student presents information in logical, interesting sequence which reader can follow.	
<b>Content</b>	Student does not have grasp of information; student cannot answer questions about topic in the narrative.	Student is uncomfortable with information and is able to answer only rudimentary questions about the topic in the narrative.	Student is at ease with answers to all questions on the topic, but fails to elaborate in the narrative.	Student demonstrates full knowledge (more than required) by answering all questions on the topic with explanations and elaboration in the narrative.	
<b>Organization</b>	Organization of writing is unclear, illogical, with poorly structured transitions.	Organization of writing is unclear in some areas, with a few poorly structured transitions.	Organization of writing is mostly clear and logical, with the majority of transitions logically placed and helpful.	Organization of writing is very clear and logical, with well placed and helpful transitions.	
<b>Style</b>	The sentence structure is not coherent and does not flow. Word choices for the topic and intended audience are inappropriate	Some portions of the sentence structure are not coherent and do not flow. A few word choices for the topic and intended audience are inappropriate	With one or two exceptions the sentence structure is coherent and smooth, flowing with appropriate word choice for the topic and intended audience	The overall sentence structure is coherent and smooth flowing with appropriate word choice for the topic and intended audience throughout the document	
<b>Mechanics</b>	Student's writing has four or more spelling errors and/or grammatical errors.	Writing has three misspellings and/or grammatical errors.	Writing has no more than two misspellings and/or grammatical errors.	Writing has no misspellings or grammatical errors.	

TOTAL SCORE: \_\_\_\_\_

A minimum score of 20 is needed to show written proficiency.

## RUBRICS FOR THE ASSESSMENT OF PROFESSIONAL COMMUNICATION

Verbal, nonverbal communication skills and cultural competency will be determined by an interview of the student with at least two staff members of UIU. An assessment will be made by interviewing the student and having him or her participate in the following role-play:

Pretend that you are interviewing a new client who is looking for services for his or her 12 year old son who is refuses to go to school. The son is biracial. The client reveals that he or she is worried that his son is gay.

In this role play, one of the assessors pretends to be the "new client." The applicant will be the "interviewer."

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

	<b><i>Unacceptable/ Poor (0-2pts.)</i></b>	<b><i>Marginal (2-3pts.)</i></b>	<b><i>Proficient (4pts)</i></b>	<b><i>Exemplary (5pts.)</i></b>	<b>SCORE</b>
<b>Listening Skills</b>	Student makes little or no attempt to understand the client's perspective.	Student makes some cursory attempts to understand the client's perspective. Asks few or irrelevant questions.	Student shows some mastery of listening skills by responses that demonstrate understanding and curiosity.	Student demonstrates a high level of empathy with reflective statements and questions.	
<b>Professionalism</b>	Student lacks a professional demeanor in dress, appearance and demeanor.	Student presents with a minimum amount of professionalism.	Student presents with an adequate professional demeanor.	Student presents in a very professional and respectful manner.	
<b>Competency and Understanding of Multicultural Diversity</b>	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets cultural experience from the perspectives of more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	

TOTAL SCORE: \_\_\_\_\_ A minimum score of 12 is needed to demonstrate proficiency in communication.



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-Co-facilitated AODA large and small group, Boys Group, and Reflection Group.

**Children's Service Society of Wisconsin**

Masters Social Work Field Student 11/2006-2/2007

Menasha, WI

-Completed social histories, treatment plans, DSM-IV diagnosis, progress notes, and managed the book drive.

-Used Play Therapy and Cognitive Behavioral Therapy.

-Worked with children, families, adults, and the homeless population including co-facilitating parenting group.

**Fond du Lac School District, Pier Elementary and FDL High School**

Masters Social Work Field Student 11/2005-6/2006

Fond du Lac, WI

-Facilitated small groups and one on ones, classroom education, helped with student academic testing, developed individual treatment plans, participating in IEP and 504 Plan meetings, helped in the Boys and Girls Club After School Program.

-Worked with children from various ethnic backgrounds, ages 5-18, EBD children, DD children, and regular education children.

-Completed a mandatory sexual abuse report.

**Outagamie County- Division of Youth and Family Services**

Bachelor Social Work Field Student 9/2004-4/2005

Appleton, WI

-Completed intake assessments, treatment plans, court reports, progress notes, and home and school visits. Coordinated volunteer opportunities for clients, worked in shelter care, organized restorative justice data, co-facilitated critical thinking group, mentoring training, and Baby Think It Over Education Group; also helped develop the curriculum for this program.

-Worked with juveniles under court ordered supervision, JIPS, and CHIPS orders. Juveniles were aged 9-17, of diverse ethnic backgrounds; including the Oneida Tribe, and their families.

-Completed home and school visits.

**Volunteer Activities:**

- Election Campaign, 2004, 2006, 2010, 2012.
- Humane Society of Marathon County, 2010-present.
- Oshkosh Area Humane Society, 2011-present.
- Adopt-A-Family, 2005.
- Polar Plunge, 2005-2006.
- Big Brothers Big Sisters, 2004.
- Mentoring/Tutoring, 2003.
- Titan Volunteers, 2002-2003.

Lisa M. Hessel

- After Hours Tutoring Program, 2002-2003.
- Oshkosh Senior's Center, 2002.
- Tutoring at the Homework Center, 2001-2002.

**Memberships:**

- National Association of Social Workers, 2005-present.
- Student Social Work Association, Community Chair  
University of Wisconsin-Oshkosh, 2003-2004.

**Special Skills:**

- CPR and first aid certified.

**References: Available Upon Request**

**May See Yang**  
**1906 N. 3<sup>rd</sup> Street**  
**Wausau, WI 54403**  
**mayseeyang1@gmail.com**  
**(C) 715-212-0126**

## **OBJECTIVE**

To seek a position as an Adjunct Faculty for Upper Iowa.

## **EDUCATION**

### **Doctor of Social Work (DSW)**

- Capella University, Minnesota
- Anticipated date of graduation: 2013

### **Masters of Social Work, January 2006**

- University of Wisconsin Oshkosh
- Area of concentration: Administration/Management
- Completed program: August 2005; Graduated: January 2006

### **Bachelor Degree of Science, May 2003**

- University of Wisconsin Stevens Point
- Major: Sociology Minor: Native American and Rural Social Work

### **Associate Degree in Arts & Science, May 2001**

- University of Wisconsin Marathon County

## **RELEVANT EXPERIENCE**

**Marathon County Department of Social Services**  
**Social Worker III**  
**Wausau, WI**

**May 2006 - Present**

- Supervise juveniles on dispositional orders and provide recommendations to court on juvenile dispositions
- Provide case work services either individually or as part of an interagency team approach in the areas of marital and family relationships, finances, parent-child relationships, domestic abuse, separation, and other problems in accordance with the needs of the client
- Provide crisis intervention services
- Provide emergency and ongoing services to families with the objective of preventing family breakup

**Northcentral Technical College****May 2005 – August 2011****Adjunct Instructor****Wausau, WI**

- Courses taught include: Introduction to Sociology, Introduction to Ethics, Race, Ethnic, & Diversity Studies
- Provide course instruction via ITV and online courses

**Upper Iowa University****May 2005 – Present****Adjunct Instructor****Wausau, WI**

- Courses taught include: Introduction to Psychology, Research Methods

**Gemini Employees****May 2005 – May 2006****Contracted Social Worker for Marathon County Department of Social Services****Foster Home Social Worker****Wausau, WI**

- Provided foster care case management and services for 10 to 12 children placed in specialized foster homes
- Developed treatment plans, crisis plans, respite care plans, and report formats for the Level II Foster Home Care Program
- Provided support, communication, and counseling for foster parents, foster children, and birth parents and/or guardians

**Marathon County Department of Social Services    October 2004 – August 2005****MSW Student Intern****Wausau, WI**

- Assisted with the implementation of the Title V Juvenile Justice grant
- Facilitated training on Hmong Mental Health issues
- Participated in community collaborative meetings such as HOPE Women (Hmong Organization Promise Enrichment, Inc.), Citizen Review Panel, and BRAVO (Building Responsible Alcohol Values and Options)

**Northcentral Technical College****August 2004 – May 2005****Educational Talent Search Program, Academic Coordinator****Wausau, WI**

- Participated in recruitment, selection, screening, assessment, and monitor of students enrolled in the Educational Talent Search Program
- Developed and administered a plan for individual advising, student academic progress and success
- Provided parent workshops and classroom presentations related to careers, financial aid, study skills, and other topics related to school and personal success
- Worked closely with school personnel, community agencies, and postsecondary education institution personnel

- Worked with program staff to ensure success of program goals, adhere to deadlines and regulations regarding required program documentation and data collection and submission of reports and forms

**Wausau Benefits** **January 2004 – August 2004**  
**Disease Management Program: Clinical Support Specialist**  
**Wausau, WI**

- Assisted staff in the development and implementation of the Disease Management Program
- Provided best customer service by answering telephone or email inquiries regarding to Disease Management
- Enrolled eligible members in the Disease Management Program
- Provided educational and resourceful health information to members

**Children's Service Society of Wisconsin** **September 2003 – May 2004**  
**MSW Student Intern**  
**Wausau, WI**

- Co-anchored Hmong News through the Minority Affairs Office
- Assisted Hmong Mental Health Institute Coordinator with research initiatives
- Served as committee member of Hmong Refugee Forum Committee

**Professional Services Group** **May 2000 – August 2003**  
**Youth Worker/KEYS Program/Independent Living Program**  
**Wausau, WI**

- Provided bilingual and bicultural case management for at-risk youth
- Facilitated educational workshops for clients related to cultural and health education
- Assessed client needs and developed individual treatment plans
- Provided intensive supervision through home visits and school checks
- Monitored activities with clients to ensure compliance with court orders and program expectations
- Worked closely with school districts and community agencies
- Presented workshop: Working with at-risk Hmong Families: Struggles faced within the community at Hmong National Development Conference, April 2002

**Northcentral Technical College** **August 1998-November 2001**  
**Even Start Family Literacy Program: Lead Tutor**  
**Wausau, WI**

- Provided one-on-one and small group tutoring, educational and enrichment activities to school age students grades 3<sup>rd</sup> – 10<sup>th</sup>
- Developed intergenerational activities and conducted home visits
- Developed lesson plans and curriculum
- Worked closely with Program Director to address the needs of participants

- Assisted program staff in record keeping for local, state, and federal evaluations
- Collaborated with staff members to write grants
- Attended educational workshops

**University of Wisconsin Marathon County  
Pre-College Mentor  
Wausau, WI**

**September 2000-May 2001**

- Provided academic and career assistance to high school students
- Utilized planning assessment strategies in mentoring high school students who were preparing for college
- Organized and conducted educational workshops for student academic success
- Facilitated staff planning sessions and meetings

### **COMMUNITY INVOLVEMENT**

- HOPE Women (Hmong Organization Promise Enrichment, Inc.)
  - Chair of organization
- American Association of University Women (AAUW)
- Minority Affairs Office, Wausau, WI
  - Hmong Leadership Initiative Program
  - Hmong News: Co-anchor and Community Calendar Coordinator
- University of Wisconsin-Marathon County, Wausau, WI
  - Multi-Cultural Affairs Director, Student Association
  - Asian Student Organization, Secretary/Active Member
- Americorp member, Wausau, WI
  - Even Start Family Literacy Program

### **SPECIALIZED TRAININGS**

- Initial Assessment in Child Sexual Abuse
- Legal Aspects of Child Welfare Services
- Working with juvenile sex offenders
- Facilitating Successful Family Interactions for Children in Out of Home Care
- Shared Parenting: Supporting the Partnership of Birth and Foster Parents
- Drug Endangered Children Conference
- Case Planning with Children and Youth with Mental Illness Issues
- Parental Mental Health and Child Welfare Practice
- Parental Notification of Rights: Implications for the Agency Worker
- N.E.W Partnership Child Welfare Conference: Children and Teens with Bipolar Disorder and Critical Incident Stress Presentation
- Mandated Reported Training of Marathon County Department of Social Services

- Children's Long Term Support Functional Screener Training
- Bridging Cultural and Linguistic Barriers: Interpreting and Translating Training Seminar
- Gang Training by Gary Vargas
- Hmong National Development Conference: Meeting the Challenges: The Complexity of the Hmong Identity
- Measuring Program Outcomes Training by Itzkowitz and Associates
- Brain Development Training
- Wisconsin Even Start Family Literacy All Staff Cross Training Conference: Scientifically Based Reading Research: What are Effective Practices? By Susan Davis and Ernestine Tisdell-Lawrence
- American Multicultural Student Leadership Conference: Dimensions of the Multicultural Community, University of Wisconsin-Whitewater
- Hmong National Development Conference: Today's Action is Tomorrow's Success
- Phonological Awareness Training
- Community Youth Asset Training

## HONORS

- 2008 Friends of Education award
- Successful completion of Hmong Leadership Initiative Program, 2004
- University of Wisconsin-Stevens Point, Chancellor's Leadership Award, May 2003
- Professional Services Group Inc. Employee of the Month, May 2002
- Multicultural Affairs Director of the Year, 2001
- North Central Technical College, Exemplary Service Award for the Even Start Family Literacy Program Expansion, 2000
- Certificate of National Service as a member of Americops:
  - September 1998-August 1999
  - September 1999-August 2000

## REFERENCES

Rachell Phakitthong  
1000 W. Campus Drive  
Wausau, WI 54401  
(715) 675-3331

Dan Nowak  
1000 W. Campus Drive  
Wausau, WI 54401  
(715) 675-3331

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**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  <b>Kimberly Wood, Bureau Assistant</b>		2) Date When Request Submitted: <b>4/27/2012</b> Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
3) Name of Board, Committee, Council, Sections:  <b>Social Worker Section</b>			
4) Meeting Date:  <b>5/17/2012</b>	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page?  <b>Section Creation and Prioritization of Goals for 2012</b>	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:  <b>N/A</b>	
10) Describe the issue and action that should be addressed:  <p>At the last Section meeting Eric Alvin provided a list of 2012 goals, asked Section members to review this document and indicated that feedback should be provided to Dan Williams for compilation and transmission to Eric Alvin. The Section should continue discussion of this topic.</p>			
11) Authorization			
<b><i>Kimberly Wood</i></b>		<b>4/27/2012</b>	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

## 2012 Goals for Social Work Section:

### Current -

1. Whether to pursue rule changes to MPSW 3.09(1), WI Admin. Code, to clarify that the additional 1500 hrs. supervised practice, which substitutes for clinical field, must be obtained while holding either the CAPSW, if in WI, or appropriate credential in the jurisdiction where the hours were completed.
2. Whether to pursue rulemaking to address the approval of internships completed as part of degree program, in cases where the internship went beyond the scope of practice of a SWTC.

### Brainstorming possibilities –

- Develop a category of certification for those whose DHS 3000 hour letter will no longer qualify for practice outside a WI Cert. Clinic
- Discussion re: the importance of continuing the CE audits
- Reinstate the Regulatory Digest or email all credential holders re: critical information
- Further develop supervisory standards based upon ASWB research pertaining to essentials of clinical supervision. Possibly establishing a minimum of CEUs for qualifying supervisors or eventually a supervisor credential
- Need to report DARS to ASWB ( Could ASWB act as our agent?)
- Exam issues from ASWB
- Update Board Member orientation materials originally compiled by Jennifer Borup.
- Reimbursement from Medicaid and 3<sup>rd</sup> Party payors to those with training licenses. Critical to ensure that clinics employ trainees who need 3000 hrs.
- ESL Test takers and whether any concessions may be warranted
- Practice protection for CPS workers

## 2012 Goals for Social Work Section

### (Barb VJ's Feedback)

#### Current

1. Whether to pursue rule changes to MPSW 3.090, WI Admin. Code, to clarify that the additional 1500 hrs. supervised practice, which substitutes for clinical field, must be obtained while holding either the CAPSW, if in WI, or appropriate credential in the jurisdiction where the hours were completed.

2. Whether to pursue rulemaking to address the approval of internships completed as part of degree program, in cases where the internship went beyond the scope of practice of a SWTC.

#### Brainstorming possibilities

1. Need to report DARS to ASWB (Could ASWB act as our agent?)
  2. Practice protection for CPS workers
  3. Reimbursement from Medicaid and 3rd Party payers to those with training licenses. Critical to ensure that clinics employ trainees who need 3000 hrs.
  4. ESL Test takers and whether any concessions may be warranted
  5. Further develop supervisory standards based upon ASWB research pertaining to essentials of clinical supervision. Possibly establishing a minimum of CEUs for qualifying supervisors or eventually a supervisor credential
  6. Discussion re: the importance of continuing the CE audits
  7. Exam issues from ASWB
  8. Update Board Member orientation materials originally compiled by Jennifer Borup  
*(I would actually rank this higher for my own benefit, but don't know that it takes priority compared to the other goals listed here.)*
  9. Reinstate the Regulatory Digest or email all credential holders re: critical information
- \* Develop a category of certification for those who's DHS 3000 hour letter will no longer qualify for practice outside a WI Cert. Clinic  
*(Already in process with MPSW Examining Board)*

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**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

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3) Name of Board, Committee, Council, Sections: <b>Social Worker Section</b>			
4) Meeting Date: <b>May 17, 2012</b>	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page?  <b>Section Discussion as to the Potential Loss of Institutional Knowledge Upon Section Member Departures</b>	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:  <b>N/A</b>	
10) Describe the issue and action that should be addressed:  <b>Continued discussion regarding any other appropriate actions that could be taken to help preserve institutional knowledge that may be lost with the impending changes to the membership of the Section.</b>			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)			
Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

Miscellaneous information attained while serving that may have relevance to the Social Work Board going forward in 2012:

- When reviewing LCSW applications be aware of the standards for community support treatment outlined in HHS 63. The duties of the Community Support Social Worker have clinical elements that warrant your attention when seeking evidence for Clinical Social Work experience.
- When questioning an LCSW applicant who appears before the Board, you may utilize the document entitled “Knowledge and Use of DSM IV” for established questions for the applicant as a standard tool to help determine the person’s knowledge and application of diagnosing and familiarity with the 5 Axes.
- When possible, call the applicant or supervisor to clarify what may be confusing on the application. Many times the information received from the call can help may a decision on the application immediately and save time and effort.
- When considering a difficult issue that may affect other disciplines, an Ad Hoc Committee with representation from those stake holders can be greatly enhance the success and strengthen ties with other interested groups. (i.e. MPSW and Psychology Bd., SWTC revisions, MPSW and WAFCA for supervision standards) Potentially teaming up with Substance Abuse Groups etc.
- Just a reminder, no more that 21 total CEHs for interactive internet courses and self-study courses accepted per 2 years with a max. of 10 self study and 16 for internet. Self-study courses won’t satisfy ethics requirement.
- California’s definition of Clinical Social Work and Psychotherapy appears consistent with WI’s definition of same.

## **Report To Social Work Board**

### **Re: Knowledge and Use of DSM IV**

In an effort to assist in our evaluation of applications for requiring clinical experience, I am providing a brief summary of the primary components of the Diagnostic and Statistical Manual or DSM IV TR. It is proposed that we may consider identifying specific questions for those applicants who appear before us. The questions we use consistently could allow applicants to demonstrate a basic understanding of a diagnostic tool that is basic to clinical social work and psychotherapy.

First of all, the DSM IV TR offers guidelines for making diagnoses. The guidelines do not, however, encompass all the conditions for which people may be treated. It is meant to provide clear descriptions of diagnostic categories in order to enable clinicians and investigators to diagnose, communicate about and treat people with various disorders.

### **The Multiaxial Assessment**

There are five axes of assessment.

Axis I	Clinical Disorders and Other Conditions that may be a focus
Axis II	Personality Disorders Mental Retardation
Axis III	General Medical Conditions
Axis IV	Psychosocial and Environmental Problems Problems with primary support group Problems related to the social environment Educational Problems Occupational Problems Housing Problems Economic Problems Problems with access to health care services Problems related to interaction with the legal system
Axis V	Global Assessment of Functioning (GAF) 100 - 1

### **Potential Questions**

- Would you describe the purposes of the DSM IV TR as a diagnostic tool?
- Would you list the five Axes of the Multiaxial Assessment?
- Would describe how you would use the information gathered under Axis IV to assist in your assessment?
- Would you explain how you might use Axis V (GAF) to determine the need for hospitalization?
- Would you tell us how you use DSM IV TR in your practice?
- Please give a few examples of which diagnoses you have been treating.
- Give an example of a diagnosis and tell us which Axis it falls under.
- Discuss how the Axis V (GAF) scores could function as an outcome measure.

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**State of Wisconsin  
Department of Safety & Professional Services**

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3) Name of Board, Committee, Council, Sections: <b>Social Worker Section</b>			
4) Meeting Date: <b>May 17, 2012</b>	5) Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6) How should the item be titled on the agenda page?  <b>Review and Discussion of Possible Updates to the "Social Work Section File Review" Materials Folder</b>	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:  <b>N/A</b>	
10) Describe the issue and action that should be addressed:  <b>Continue review and consideration of possible updates to the Social Work Section File Review materials folder prepared by Jennifer Borup in 2004 and previously updated by the Section, which was designed for new Section members.</b>			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

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**State of Wisconsin  
Department of Safety & Professional Services**

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3) Name of Board, Committee, Council, Sections: <b>Social Worker Section</b>			
4) Meeting Date: <b>May 17, 2012</b>	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page?  <b>Discussion and Clarification of Licensed Clinical Social Work (LCSW) Licensing Procedures</b>	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:  <b>N/A</b>	
10) Describe the issue and action that should be addressed:  <b>The Section should continue to discuss and work towards clarification of LCSW licensing procedures, particularly regarding reciprocity.</b>			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

Flow chart for determining acceptable LCSW applicant from within WI:

Clinical Course Work incl. Psychopath. Crs. At least 2 add. Clin. Crs.	Clinical Field 2 sem. In prime Clin. Setting	3000 hrs. Clin. sw exp. under supervisor.
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App for LCSW received

For reciprocity:

**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

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		Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
3) Name of Board, Committee, Council, Sections: <b>Social Worker Section</b>			
4) Meeting Date: <b>May 17, 2012</b>	5) Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6) How should the item be titled on the agenda page?  <b>Review of Proposed Revisions to the Application Forms for Obtaining a Social Worker Training Certificate (SWTC) and Consideration of Additional Modifications</b>	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:  <b>N/A</b>	
10) Describe the issue and action that should be addressed:  Continue discussion and deliberate approval and/or modification of the following forms for the Social Worker Training Certificate, as part of the implementation of changes to MPSW 3.13, Wis. Admin. Code.			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

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State of Wisconsin  
Department of Safety and Professional Services

**AGENDA REQUEST FORM**

Name and Title of Person Submitting the Request: <b>Dan Williams (on behalf of Nick Smiar)</b>		Date When Request Submitted: <b>5/4/12</b>	
Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before meeting for all other boards</li> </ul>			
Name of Board, Committee, Council: <b>Social Worker Section</b>			
Board Meeting Date: <b>5-17-2012</b>	Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How should the item be titled on the agenda page <b>Discussion and Review as to the Interpretation of MPSW 8.03(2)e</b>	
Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	Is an appearance before the Board being scheduled? If yes, by whom?  <input type="checkbox"/>  <input checked="" type="checkbox"/> No	Name of Case Advisor(s), if required:	
Describe the issue and action the Board should address:  Same as title.			
If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:			
<b>Directions for including supporting documents:</b> 1. This form should be attached to any documents submitted to the agenda. 2. Documents submitted to the agenda must be single-sided. 3. Only copies of the original document will be accepted. 4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting.			
<b>Authorization:</b>			
Signature of person making this request		Date	
Supervisor signature (if required)		Date	
Bureau Director signature (indicates approval to add late items to agenda)		Date	

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**St. Norbert College**

**SSCI 220-B: LIFESPAN AND HUMAN DEVELOPMENT**

**Course Syllabus  
- Fall Semester -  
2011**

**Monday  
and Wednesday  
3:00-5:00  
Boyle Hall  
204**

**Professor: Dr. Stephen Correia**

**Office: Boyle Hall - Room 236**

**Phone: 403.3927**

**[steve.correia@snc.edu](mailto:steve.correia@snc.edu)**

*twitter:*

*corrst*

**Office Hours:**

**Monday 1:30-3:00**

**Tuesday 10:00-11:00**

**Wednesday 11:00-11:30**

**Friday 10:30-11:30**

**and other times by appointment.**

**Course Textbooks:**

**Lifespan Development (sixth edition) by Helen Bee and  
Denise Boyd. Boston: Pearson of Allyn & Bacon, 2012.**

### **Course Objectives:**

- 1. For you to raise real, lasting and deeply engaging questions within your own mind about the process of growing up and coming to maturity.**
- 2. For you to view the components of growth and development in such a way as to set up a desire for some personal synthesis of the elements that social science and careful reflection can take account of and report on in scientific literature.**
- 3. To survey a wide range of findings in the social sciences in order for you to appreciate the complexity and interconnectedness of what makes people grow, as well as both the inside and outside sources of influence on our manner of growing and developing.**
- 4. To have you put the process of analysis and scientific study and reflection to work on your own experience in such a way that you become more understanding about your own growing and socialization.**
- 5. To excite in you an increasing fascination with human beings and human society, to help you face some of the challenges to healthy growth that exist in the present day and age and to allow you hope along the lines of possible new directions in growing up and fitting into society.**
- 6. IF YOU ONLY HAVE A HAMMER, EVERYTHING LOOKS LIKE A NAIL. Using theories of development to help to make sense of issues of human development.**

## **Course Requirements:**

**The first requirement of this course is active involvement with the subject matter. This will be shown by your participation in class discussion, raising questions and offering your own reflections as the course proceeds.**

**The second requirement will be clear familiarity with the textbook and assigned readings. This familiarity and comprehension of both text and reading materials will require keeping up day by day, since there is a lot of reading and many specific details in every chapter of the textbook.**

**The third requirement will be comprehension of and personal reflection upon classroom activities and lectures. Lectures will not repeat the textbook. Instead, class lectures will complement them, raise questions for your consideration, and make comments about the findings and issues presented.**

**The fourth requirement will be to draw thoughtful reflections about the cross-generational study and identification. These reflections will be asked for as a series of “progress reports” on your relationships with your learning partner encountered as a part of this course.**

## **Examinations:**

**There will be three examinations during the semester. The examinations will cover only the materials since the last exam (or in the case of the first exam, only the material covered since the first day of class). Each examination will consist of some objective questions, some brief answer questions checking on how you can monitor and restructure the materials covered, and one or two essay questions to let you share the deeper meanings that the material has for you. The third and final examination will include some essay type questions that will take a cumulative and synthesizing view of the whole course. Each student will also be responsible for two in-class presentations.**

## **Grading:**

**The three examinations during the semester will each count for twenty percent of the final course grade. Your research project will also count for twenty percent of the final course grade. Class participation during the course will**

count for the remaining twenty percent of the final course grade; the participation grade includes an assessment of some short papers given in class or for handing in the next class.

Examination #1 50  
Examination #2 50  
Examination #3 50  
Research project 50  
Class participation 50

**Attendance:**

Class attendance for this course is not optional. Your contributions and insights are far too valuable to be missed. Thus, attendance is mandatory and will be recorded. If you are not able to attend class, it is expected you will notify the professor.

**Important Notice Concerning Disabilities:**

“In keeping with the St. Norbert College mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the College provides supportive services to students with disabilities. For enquiries and further details, please visit the Academic Support Services Office located on the lower level of the John Minahan Science Building (JMS) or contact *Karen Goode-Bartholomew*, Coordinator of Services to Students with Disabilities ( Phone: 403-1326), or visit the website [www.snc.edu/academicsupport/disabilities.html](http://www.snc.edu/academicsupport/disabilities.html).” .

## SNC Academic Honor Code

As a partnership of true academic integrity between the faculty and the students, St. Norbert College has adopted the Academic Honor Code. This was written by a joint committee of students and faculty. It was approved by the entire faculty and by a referendum of the student body and endorsed as official by the Board of Trustees.

All of the spirit and procedures of the Academic Honor Code will be closely adhered to in this class. The spirit is one of being true and faithful to your own experience, your own reflection, your own study and learning, and---in effect---to your own self. The procedures are that any instance of cheating, copying answers on a test or plagiarizing or taking someone else's work as your own will be reported in writing to the Academic Court which will be constituted of students and faculty. A first violation will result in a minimum consequence of losing one full letter grade for the course, not receiving any grade higher than a C, and forfeiting the right to withdraw from the course. In some more serious cases, the Academic Court could assess a more severe penalty. What the Academic Honor Code amounts to is that it makes the expected norm of all your academic behavior that of true integrity. The fair and honest students are rewarded by this Code because they do not have the worth of their own efforts and learning lessened by others who cheat and are not penalized. It also means that the faculty will no longer rely on individual arrangements and personal scolding in the case of students who are caught being dishonest. You should familiarize yourself with the spirit and the procedures of the SNC Academic Honor Code.

But it is not just the rule or the penalty that matters. It really is the spirit of integrity and faithfulness that matters more. One of the most important prerequisites for happy personal growth and authentic human development is being trustworthy. You have undoubtedly already seen in your own experience or in the experience of people you know what failures in trust, sincerity and honesty can do to one's own personality and all of one's relationships. One of the most important personal tasks of your college career is learning how to take responsibility for your own actions and coming to live according to a personally "owned" standard of morality and honesty. Authenticity is a hallmark of healthy human development as a person. Being faithful to oneself and to others is crucial to the promise you adhere to in wanting to grow up healthy and good for others in society.

## **COURSE CONTENT AND ASSIGNMENTS**

**Week One    August 29 – August 31**

**Introductory material, course objectives and expectations. The history of studying people and the beginnings of developmental studies as a discipline. Various ways to approach the study of Human Development; Differing perspectives and schools of thought. Assumptions underlying the study. The process of research.**

**ASSIGNMENT: Review syllabus,  
Textbook - Chap. 1.**

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**Week Two and Week Three  
September 7, September 12 and 14**

**Theories of human development; what does development mean? Where does a view of growth or progress come in? Development stage theories; the personality theory of various influential contributors: Freud, Erikson, Rogers, Maslow. An overview of Human Development. Nature and Nurture.**

**ASSIGNMENT: Textbook -Chapter 2.**

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**Week Four    September 19 -- 24**

**Review of ideas and concepts treated thus far. Human beginnings: Prenatal development and birth**

**ASSIGNMENT: Textbook- Chaps 3.**

**Examination #1.**

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**Week Five September 26 -- 28**

**Infancy. "one year's extra-uterine gestation" observed. Qualities and characteristics of newborn infants. Physical development. Sensation and perception; emotional development; the Dawning of the Sense of Self.**

**ASSIGNMENT: Textbook - Chapter 4& 5.**

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**Week Six October 3-5**

**Development: theories of language acquisition; is language more than talk? Cognitive Development; an overview of Jean Piaget's theory. Schema.**

**Assignment: Chapter 5 & 6..  
Initial in-class project presentations**

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**Week Seven Oct 10 – 12**

**Social and personality development**

**ASSIGNMENT: Textbook - Chapter 6.  
Finish in-class project presentations**

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**Week Eight October 17 -- 19**

**Second examination  
Introduction to research project**

**Orderly development:  
Early, Middle and Adolescent childhood:  
Gender Socialization in Middle Childhood. Television as socializer; Advertising.  
Contradictions between television as a socializing agent and television as a business.  
Killing us Softly.**

**ASSIGNMENT: Chaps 7 & 8 & 9.**

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**Week Nine    October 24-26**

**Schooling as source of growth and development. Banking vs liberating models of education. What is the ideal classroom? Role of schooling in overcoming deficits in a media-pervasive culture. Personal application to SNC. Wholistic Teaching.**

**ASSIGNMENT: Textbook - Chapter 10 &11 & 12.**

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**Week Ten    October 31- Nov 2**

**Meetings with professor  
Development in adulthood**

**ASSIGNMENT: Textbook - Chapter 13**

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**Week Eleven    November 7  
(November 9 Advisement Day-no class)**

**Review of important material: Piaget -- Socialization - TV & advertising -- Models of education and critique of schooling - Moral Development**

**Research presentation  
Introduction to research project**

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**Week Twelve    November 14**

**Debriefing the experience of research project; evaluation of where the experience stands for various students; planning for presentation of finding in class.**

**Assignment: Chapter 15.**

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**Week Thirteen    November 21 and 23**

**Development in Middle Adulthood**

**ASSIGNMENT: Textbook – Chaps 16 & 17.**

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**Week Fourteen      November 28 -- 30**

**Presentations**

**Development in Late Adulthood**

**ASSIGNMENT: Textbook - Chapters 18 & 19**

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**Week Fifteen December 5 & 7.**

**Preparation for final examination.**

**Reflection upon connections of experience from research project to theories of development.**

**ASSIGNMENT: Tentative conclusions from research project**

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**TAKE-HOME FINAL EXAMINATION:**

**Examination is due on Friday December 16 at 11:00**

**(the final exam time for Monday-Wednesday 3:00 p.m. classes)**

**It will cover Textbook -**

**Chapters 7 8 9 10 11 12 17 18 19.**

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**Stephen T. Correia**  
**Office- 236 Boyle Hall 403-3927**  
**St. Norbert College**  
**De Pere, WI 54115**

October 2010

Associate Professor of Education, August, 2002.

#### EDUCATIONAL BACKGROUND

1993 Ph.D. Curriculum and Instruction. College of Education.  
Pennsylvania State University. Dissertation title, "For Their Own Good: An  
Historical Analysis of the Educational Philosophy of Thomas Jesse Jones."  
1991 Masters of Education. Pennsylvania State University  
1981 B.S. Education. The Ohio State University

#### TEACHING EXPERIENCE

2002-2010. Associate Professor of Education. St. Norbert College, De Pere, WI.  
1993-2002. Assistant Professor of Education, St. Norbert College, De Pere, WI.  
1992-1993 Instructor of Education, Pennsylvania State University. College of  
Education.  
1989-1992 Teaching Assistant, Pennsylvania State University. College of  
Education.  
1981-1988 Social Studies Instructor. The Licking County Joint Vocational School,  
Newark, Ohio.

#### EDITOR

1998-2002. *The Wisconsin Council for the Social Studies Journal*

#### AWARDS AND HONORS

Recipient of 2004-2005 "Program of Distinction" Award from Wisconsin PK-16  
Leadership Council. Partnership founder, higher education leader, with Carla  
Vinoski, teacher. "Learning in the Middle" partnership with Washington Middle  
School, Green Bay Local School District, WI.

Recipient of the 1994 "Exemplary Dissertation Award" awarded by The National Council for the Social Studies." Presented November 1994, at national convention in Phoenix, AZ.

Recipient of "Sponsor Achievement Award" from the National Council for the Social Studies" November, 1999, 1998, 1997, 1996, 1995, 1994 and 1993.

#### FEDERAL GRANTS/CONTRACTS

2002-03. Project Director. Congressionally Directed Education Grant. \$400,000.00 grant regarding wireless computing and teacher training.

2000. Recipient of International Study Grant from the National Council for Economic Education. Visited Ukraine, May 2000. W/ SNC Professor Sandra Odorzynski.

1999. Academic Program Coordinator. United States Information Agency and the American Councils on International Education sponsored Partners in Education program. Five week program in "Civic Education and Educating for Democratic Citizenship." Hosted group from Lughansk, Ukraine.

1998. Academic Program Coordinator. United States Information Agency and the American Councils on International Education sponsored Partners in Education program. Five week program in "Civic Education and Educating for Democratic Citizenship." Hosted group from Kharkov, Ukraine.

#### St. Norbert College funded scholarship

Recipient, 2008-10, Student-Mentor Research Project through SNC Admissions Program.

Recipient of 2003 Faculty Development Endowment Fund grant. Developing an electronic textbook based on learning theories.

Recipient of Student-Faculty Development Endowment Fund grant, 1995, from Office of Faculty Development.

#### PUBLICATIONS

S. Correia (in review). "A Past Rewritten: Changing the Origins of Social Studies." *American Education History Journal*.

- S. Correia( Fall 2004). "Taking Wing: First to Fly program is an education in history." *St. Norbert College Magazine*. pp.6-7.
- S. Correia (1999) "Speaking of the Past in Social Studies." *The Journal of Social Studies Research*. Vol. 23. No.1. pp.17-23.
- S. Correia. (1999). "A Small Circle of Friends: Clarence Kingsley and Membership in the Reorganization of Secondary Education." Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education. [U. S. Department of Education, Educational Resources Information Center].
- S. Correia. (1999). "Citizenship." *The Southern Social Studies Journal*. Vol. 24, No. 2..pp. 33-46.
- S. Correia (et al) (1998) AccuNet/AP Photo Archive: Teachers Guide. AccuWeather. State College, PA.
- S. Correia. (1998). "Putting the Past into the Present: Social Studies Foundations and Methods Classes." Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education. [U. S. Department of Education, Educational Resources Information Center].
- S. Correia. (1998). "Controlling the Past to Control the Future: The Uses of History in the Current School Reform Movement." chapt. in A Continuing Look at the Masters of the Social Studies Movement. Bulletin 8. Ed by Walter Schultz. Special Interest Group, Foundations of the Social Studies. National Council for the Social Studies. Chicago, IL.
- S. Correia. (1998). "Coming Full Circle: One Hundred Years of Citizenship Education." *Journal of Midwestern History of Education Society*. (25). 64-69.
- S. Correia. (1997). "The Social Sciences versus the Social Gospel at Marietta College." *Journal of Midwestern History of Education Society*. (24). 101-104.
- S. Correia. (1996). "Building Bridges to the Classroom: Social Studies Foundations and Teacher Training". chapt. in *A Meere Scholler: Cross-cultural Perspectives on our Educational Heritage*. Ed. L. Townsend. Dekalb: Northern Illinois Press.
- S. Correia. (1996). "Content is Collateral: The Student-Teacher Collaborative Experience." *The Beacon*, Vol. XI, No. 2. Ed K. Zahorski. St. Norbert College: De Pere. 1-3.
- Correia, S., Smith, B., Palmer, J. (1995). "Social Studies and the Birth of NCSS." *Social Education*, 59 (7). 393-398.

S. Correia. (1995). "Faculty Development Book Discussion to Discuss Horton's Long Haul." *The Beacon* Vol. X, No. 4. Ed. K. Zahorski. St. Norbert College: De Pere. 6.

S. Correia. (1995). "An Attitude and Not a Program: Thomas Jesse Jones and the 1916 Committee on Social Studies." chapt. in *Foundations of the Social Studies*. Bulletin 6. Ed by Walter Schultz. Special Interest Group, Foundations of the Social Studies. National Council for the Social Studies. Chicago, IL.

Correia, S. (1994). "Thomas Jesse Jones - Doing God's Work and the 1916 Social Studies Report," chapt. in *The Social Studies in Secondary Education*, Murry R. Nelson, (ed). Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

#### ELECTRONIC PUBLICATIONS WITH ST. NORBERT STUDENTS

S. Correia, S. Brost, T. Allen and M. Meyer. (August 2001). "Bringing the History of Flight to Life." Teaching History with Technology.  
<http://www.caryacademy.pvt.k12.nc.us/historytech/Vol1no2/default.htm>

#### PUBLICATIONS WITH ST. NORBERT COLLEAGUES

S. Correia and Krissy Lukens. (May 2002). "Cathedrals in the Mind to Pilots on the Palm." *The Beacon*. Vol. XVII, No. 6.

#### PUBLICATIONS WITH ST. NORBERT STUDENTS

S. Correia, P. Fierst, K. Gregory, D. Johnson, R. Le Cloux, T. O'Connor, L. Teztlaff, C. Vinoski. (Fall 2001). "Teaching and Learning Thanksgiving." *The Wisconsin Council for the Social Studies Journal*.

S. Correia, Bilhorn, J. (1996). "Citizenship on the Plains: The Social Study Curriculum of John Morris Gillette." chapt. *Mining the Traditions of Social Studies*. Bulletin 7. Ed. by Walter Schultz. Special Interest Group, Foundations of the Social Studies. National Council for the Social Studies. Chicago.

S. Correia., J. Bilhorn. (1995). "In Search of John Morris Gillette: A Collaborative Odyssey." *The Beacon* Vol X, No. 5. Ed. K. Zahorski. St. Norbert College: De Pere. 1-2.

#### PAPER PRESENTATIONS

September 2010. Organization of Educational Historians. Chicago, IL.  
"Change and Contingency in 100 Years of National Educational Reform."

February 2010. Association of Teacher Educators. Chicago, IL. w/Dr. Scott Kirst. "Creating an Authentic Classroom Learning and Teaching Model in Pre-Service Education."

October 2009. Organization of Educational Historians. Chicago, IL. "A Past Rewritten: Changing the Origins of Social Studies."

October 2008. Midwest History of Education Society. Chicago, IL. "Christianity, Sociology and John Dewey: The Progressive Social Study Curriculum of John Morris Gillette."

June 2006. Country School Association of America. Annual conference, DeKalb, IL. "North Dakota and Citizenship Education from 1904-1914."

October 2006. Midwest History of Education Society. Chicago, IL. "1 Chair + 1 Committee+ No Report: An Historical Analysis of Mathematics Committee Membership on the Commission for the Reorganization of Secondary Education."

November 2005. The 85<sup>th</sup> Annual Conference of the National Council for the Social Studies. Kansas City, MO. "Teaching and Learning Thanksgiving: A World View."

October 2005. Midwest History of Education Society. Chicago, IL. "Revise, Recast, Remove: Revisionist History and History Textbooks."

November 2004. The National Council for the Social Studies, Chicago, IL. "Just not Wright: First to Fly."

November 2004. The National Council for the Social Studies, Chicago, IL. "A Documentary Approach to the 1920's-Media, Sports, Heroes." w/ Dr. Murry Nelson, Pennsylvania State University.

October 2001. Midwest History of Education Society. Chicago, IL. "The Role of Reflective History in Ukraine's Transition to Democracy."

March 2001 ." Silver Lake College, faculty development conference. Manitowoc, WI. "Learning Theory and Cognitive Psychology in the college classroom." W/ Krissy Lukens.

January 2001. Office of Faculty Development, St. Norbert College, Winter Conference. Keynote address. "Creative Teaching and Learning: It is Going to Happen Anyway."

November 2000. National Council for the Social Studies. Foundations of Social Studies Special Interest Group. Cincinnati, OH. "Democratic Education in Ukraine." W/ Mark Schug.

November 1999. Statewide Equity and Multicultural Education Convention. Appleton, WI. W/ Dr. Omobolade Delana-Oriaran. "Multiple Perspectives and Democratic Citizenship: Teaching History."

October 1999. The Midwest History of Education Society. Chicago, IL. "New England and the Midwest: Cultural Influences on the Social Studies."

March 1999. The Wisconsin Council for the Social Studies. Madison, WI. "Getting Published in the WCSS Journal."

January 1998. "Food for Thought." St. Norbert College, sponsored by the Office of Faculty Development. "What we should know about student learning-Theory into Practice."

November 1997. College and University Faculty Assembly, National Council for the Social Studies. Cincinnati, OH. "The De-evolution of the Social Studies."

November 1997. National Council for the Social Studies. Foundations of Social Studies Special Interest Group. Cincinnati, OH. "Controlling the Past to Control the Future: The Uses of History in the Current School Reform Movement."

October 1997. The Midwest History of Education Society. Chicago, IL. "Coming Full Circle: One Hundred Years of Citizenship Education."

March 1997. The Great Lakes Council for the Social Studies. Oconomowoc, WI. "Academic Standards in the Social Studies."

November 1996. College and University Faculty Assembly, National Council for the Social Studies. Washington, D. C. "Reflecting on the Past: Social Studies Foundations as a Guide for Teacher Training."

October 1996. The Midwest History of Education Society. Chicago, IL. "Competing Visions of Higher Education at the close of the 19th Century: The Social Sciences versus the Social Gospel at Marietta College."

April 1996. International Society of Educational Biography. Chicago, IL. "The Varied Historical Record of Thomas Jesse Jones."

March 1996. Social Science Division meeting. St. Norbert College. "An Introduction to Classroom Observation Models."

November 1995. National Council for the Social Studies. Chicago, IL. Respondent and discussant for "Assessment Portfolios in Teacher Education."

December 1994. State of Wisconsin Social Studies Methods Professors Association. "Building Bridges to the Classroom: Social Studies Foundations and Teacher Training."

November 1994. National Council for the Social Studies. Phoenix, AZ. "An Attitude and Not a Program: Thomas Jesse Jones and the 1916 Committee on Social Studies."

November 1994. National Council for the Social Studies. Phoenix, AZ. "Historical Research Methodology in Education."

November 1994. National Council for the Social Studies. Phoenix, AZ. Acceptance speech for Exemplary Dissertation Award, "A Place for Historical Research in Contemporary Education."

November 1994. Global Studies Follow-up Institute, St. Norbert College, De Pere WI. "Problem Solving and Critical Thinking: Responsibilities of Citizenship." Co-sponsored by St. Norbert College International Center, Marquette University and the University of Wisconsin-Milwaukee.

October 1994. Feast The Hungry: Diocese of Green Bay Education Conference. St. Norbert College, De Pere. "Higher Order Thinking and Social Studies."

August, 1994. Global Studies Institute, Marquette University. Milwaukee, WI. "Theory into Practice: Putting Democracy to Work in the Classroom." Co-sponsored by St. Norbert College International Center, Marquette University and the University of Wisconsin-Milwaukee.

July 1994. International History of Education Symposium, Northern Illinois University. "Social Studies Foundations and Teacher Training: Building Bridges to the Classroom."

July, 1994. International History of Education Symposium, Northern Illinois University. "Respected Educational Reformer and Scientific Racist: The Varied Historical Legacy of Thomas Jesse Jones."

December 1993. State of Wisconsin Social Studies Methods Professors Association. "For Their Own Good: An Historical Analysis of the Educational Thought of Thomas Jesse Jones." Paper presentation and primary source material presentation.

October, 1993. 4th International Native American Studies Conference, Lake Superior State University, Sault Sainte Marie, MI. "The Influence of Thomas Jesse Jones Upon Federal Government Educational Policy Towards Native Americans."

## PRESENTATIONS WITH ST. NORBERT STUDENTS

October 2010. Wisconsin Association of Middle Level Educators. Wisconsin Dells, WI. Teaching the Yellowstone Trail: America's Original Superhighway." w/students from Educ 226 (Elementary and Middle level social studies methods)

February 2008. University of Wisconsin-Oshkosh. Special Education Conference. "Not the same old same old: An innovative approach to secondary general education training in inclusive settings." w/ Dr. Mike Skivington and secondary education certification students.

November 2007. Wisconsin State Human Relations Association conference presentation. "November must mean Thanksgiving: A Multicultural Approach to Teaching and (re)-Learning about early European Settlement." Presented with St. Norbert College students.

April 2006. Wisconsin Association for Middle Level Education. Stevens Point, WI. "Chasing Vermeer and catching a great middle school read: A stolen painting, mysterious clues and integrated learning." W/ Dr. Susan Landt and St. Norbert College students.

October 2005. The Gathering of the Diocese of Green Bay. De Pere, WI. "Crusaders, Popes, Infidels, Robin Hood and Monty Python: Teaching (and making sense of) The Crusades. W/ Aaron Younkee.

April 2005. Wisconsin Association for Middle Level Education, Stevens Point, WI. "Snoopy, The Red Baron and Alfred Lawson: Wisconsin's Flight of Fancy." with Spring 2005 Elementary Block Students.

March 2002. Wisconsin Council for the Social Studies. Madison, WI. "Teaching Thanksgiving: Technology, Wampanaogs, Spanish and Canadians- But no Pilgrims." W/ Social Studies Methods Class. (Ed H26).

March 2002. Wisconsin Council for the Social Studies. Madison, WI. "Teaching Courage: An Integrated Middle School Unit." W/ students from 2002 Social Studies Methods Class. (Ed H26), and graduate student, Carla Vinoski.

November 2001. Statewide Equity and Multicultural Education Convention. "Detecting Bias in textbooks." W/ students in Secondary/Middle Social Studies Methods Class (Ed H53).

March 2001. Wisconsin Council for the Social Studies. Milwaukee, WI. "Tippecanoe and Chester A. Arthur too: Teaching the Obscure Presidents." W/ Jenny Dalum, Amanda Davis and Julia Gressick.

March 2001. Wisconsin Council for the Social Studies. Milwaukee, WI. "Vikings to Space Shuttles: An Integrated Social Studies, Math and Science Unit." W/ Carla Vinoski, Carron Schweiger, Debra Schmidt, Andrea Davis, Katie Pope, Jessica Elmer.

March 2001. Green Bay Public Schools. Washington Middle School teacher in-service training. "Alternative Assessment and Differentiated Learning with Technology." W/ Jason Wright.

October 2000. Feast The Hungry: Diocese of Green Bay Education Conference. St. Norbert College, De Pere. "Teaching Presidents: Cognitive Psychology in Action." W/ entire Ed H53 class (secondary/middle social studies methods).

March 2000. Wisconsin Council for the Social Studies. Appleton, WI. "Discovery and Discoverers: Who REALLY Discovered America?" W/ Shannon Pierquet and Chris Utrie and entire Elementary/Middle Social Studies Methods Class (Ed H26) and elementary students from Wrightstown, WI.

January 2000. Office of Faculty Development, Winter Conference. "Classroom Questions and Student Learning: Assessing Performance." W/ Ann Tomasaski.

November 1999. Elementary Faculty, Seymour WI. School District. "Thanksgiving: Accurate Origins and Classroom Options" W/ entire Secondary/Middle Social Studies Methods Class (Ed H53).

November 1999. Statewide Equity and Multicultural Education Convention. Appleton, WI. "Teaching the American Dream: Reconciling Individualism and Responsibility." W/ entire Elementary/Middle Social Studies Methods Class (Ed H26) and PIE and SNC sponsored Educators from Lughansk, Ukraine.

November 1999. Statewide Equity and Multicultural Education Convention. Appleton, WI. "Thanksgiving: Accurate Origins and Classroom Options" W/ entire Secondary/Middle Social Studies Methods Class (Ed H53) and PIE and SNC sponsored Educators for Lughansk, Ukraine.

April, 1999. Heritage Hill State Park, Green Bay, WI. "Learning Theory and Academic Standards: Education in non-traditional Venues." W/ SNC students from Music Education and Elementary certification program.

March, 1999. St. Matthews School, Green Bay, WI. "Portfolio Assessment: From Teacher Training to the Classroom." W/ Jamie Krauss.

November 1998. Statewide Equity and Multicultural Education Convention. Stephens Point, WI. W/ Joseph Fleischman, Angela Vosters and Joseph Krautkramer. "Wisconsin's Academic Standards and Standardizing History: Resisting the Narrowing of What We Teach."

March 1998. The Wisconsin Council for the Social Studies. Appleton, WI. W/Theresa Charopata. "Queen Marinette Lives in Marinette."

November 1997. Statewide Equity and Multicultural Education Convention. Appleton, WI. W/ Dr. Omobolade Delana-Oriaran, Carrie Van Den Broek. "A Multicultural Approach to Teaching Wisconsin History: The Sesquicentennial to Statehood."

March 1997. Great Lakes Council for the Social Studies. Oconomowoc, WI. W/ Molly Eickman. "Using Opera to Teach World History."

March 1997. Great Lakes Council for the Social Studies. Oconomowoc, WI. W/ Jeremy Bilhorn, Nicole Cosgrove and Dorothy Weber. "Digging Up Popular Opinion: Time Period 'Letters to the Editor' in a Social Studies Class."

April 1996. 18th Annual Early Childhood Conference. St. Norbert College, De Pere, WI. "Young Children. The World of Beauty and the Arts." W/ Cara Nushart and Lisa Zimmer. "Listening to the World: Opening Ears (and Minds) to Folk Music."

March 1996. Wisconsin Council for the Social Studies. Appleton, WI. W/ Melissa Forton-Rodriguez. "Children's Literature and Social Studies: Developing a Global Perspective in the Classroom."

March 1996. Wisconsin Council for the Social Studies. Appleton, WI. W/ Trista Smith and Jeremy Bilhorn. "Media and Murder: Celebrity Trials and Constitutional Rights in Conflict."

November 1995. National Council for the Social Studies, 1995 annual meeting. Chicago, IL. W/ Jeremy Bilhorn. "Citizenship on the Plain's: The Social Study Curriculum of John Morris Gillette."

October 1995. Feast The Hungry: Diocese of Green Bay Education Conference. St. Norbert College, De Pere. W/ Trista Smith and Jeremy Bilhorn. "Before O. J.: F. Lee Bailey and the Trial(s) of the Century."

March 1995. Wisconsin Council for the Social Studies, Oconomowoc, WI. W/ Jeremy Bilhorn and J. P. Fassbender. "Using Primary Sources in Secondary and Middle School Social Studies."

March 1995. Wisconsin Council for the Social Studies, Oconomowoc, WI. W/ Todd Blahnik. "Teaching the Great Compromise Using Cooperative Learning."

October 1994. Feast The Hungry: Diocese of Green Bay Education Conference. St. Norbert College, De Pere. W/ Jeremy Bilhorn. "Using Primary Sources in Social Studies."

April 1994. Wisconsin Council for the Social Studies, Oconomowoc, WI. W/ Dawn Boyung and John Citek. "Social Studies Foundations and Teacher Training: A Bridge from Theory to Practice."

April 1994. Wisconsin Council for the Social Studies, Oconomowoc, WI. W/ Jonathon Van Beckum. "Eighth Grade Geography: African Kingdoms."

## PROFESSIONAL SOCIETIES LEADERSHIP OFFICES ELECTED

### **National offices**

October 2008. President. Organization of Education Historians.

October 2007. 2007 Program Chair. Organization of Education Historians.

October 2006. Secretary. Organization of Education Historians

2006 to present. Editorial Review Board. *American Educational History Journal*.

November 2000. Program Chair. The Foundations of the Social Studies. Special Interest Group. The National Council for the Social Studies.

1996-2008. Manuscript Review Board. *The Southern Social Studies Journal*.

November 1994. Program Chair. The Foundations of the Social Studies. Special Interest Group. The National Council for the Social Studies.

### **Recent Collegial Service**

#### **Elected committees**

Faculty Personnel Committee 2010-11. Committee Chair.

Faculty Personnel Committee. 2008-2011

Assessment Committee: 2003-05. 2005-07.

Speakers Committee 2004-06.

Faculty Development Committee. 2005-08.

(Faculty Development Committee, served as Chair-Summer Grants Review sub-committee-2008).

### **Campus committees (appointed)**

Institutional Review Board. 2006 to present.  
Recommended by Committee Chair, appointed By College President.

Task Force on Release time. 2005-06  
Recommended by Faculty Chair, appointed by Academic Dean

Task Force on Courses and Credits. 2004-05.  
Recommended by Task Force Chair, appointed by Academic Dean

Search committee for Librarian. (2005)

### **Recent Teacher Education department committee work**

2008-09. Search committee co-chair. Unsuccessful search for Special Education position.

2006. Search committee co-chair. Successful search for science and math position.

2004-05. Search committee co-chair. Successful search for Special Education position.

2003-04. Search committee chair.  
(2 year) search. Successful search for Director of Teacher Education.

2003. Search committee chair.  
Successful search for science and math position.

## Lifespan Human Development SSCI 220

M,W,TH,F 8am-8:50am

Room: Boyle 101

Instructor: Bridget Blean Office: Cofrin 317 Telephone: 403-2937

Office Hours: By appointment Email: Bridget.Blean@snc.edu

Psychology TA Office: JMS Hall 208 Office Hours: <http://www.snc.edu/psychology/hours.html>

### Text & Printed Material:

- Poole, D., Warren, A., & Nunez, N. (2007). *The Story of Human Development.* (1<sup>st</sup> ed.) New Jersey: Prentice Hall, Pearson Education.
- Additional readings will be assigned throughout the semester and located on Moodle.
- You are responsible for printing the outlines **before** class that are available on Moodle.

### Course Objectives and Integrating Core Themes

This course is a survey of the theories and principles of human development from conception to death. We will take a multidisciplinary and integrated view of human development across the lifespan. We will approach issues both from a theoretical and empirical standpoint and when possible, from a practical knowledge viewpoint. Specific goals for this course are for learners to:

- Develop an understanding of the enduring key issues in developmental science:
  - Development is influenced by multiple factors
  - Development at one level affects changes in other level
  - Developmental outcomes are not determined and are characterized by change
  - Development is characterized by both interconnectedness and discontinuity across time
- Use your understanding of development and the scientific process to be able to critically evaluate information in the world at large.
- Develop and enhance a love for learning by understanding the plasticity of the brain and the need for lifelong intellectual stimulation and by developing skill sets related to successful learning strategies.

These goals are consistent with the learning outcome outlined in the GS 3 Human Relationship Courses: *to introduce you to the methodology and content of the social and behavioral sciences to help you understand some of the essential effects of human interactions.*

### Course Requirements

**Learning Skills.** There are a few skills that I believe are important to cultivate during your tenure in college in order to help you with your life goals and later success. These are *responsibility, independence and initiative*. Ultimately your education and what you learn rests with you. Thus, it is important to take *responsibility* for your learning by preparing for class, attending class and so forth. It is also important to develop *independent* learning skills. We will cover selected material in class and **you are expected to master the rest of the material on your own and all assigned material has the potential to be on an exam**. It is up to you to synthesize material and determine what is most important. After all, this will be partly determined by you as a class – it depends on what questions you bring to class and what discussions we have. Major principles, enduring themes, and key points that appear in readings and in class are likely to be most important material. And finally, I highly value *initiative*. It is important to develop the ability to start something new or take the first step towards a goal. This may be asking a question in class that is unexpected, making an appointment with me to discuss a topic you are

interested in or struggling with, making arrangements to have a tutor for the class, and contributing to group assignments in a creative way.

**Class Participation.** *(Skills: Responsibility & Initiative)*

Your participation, during class discussions, in small groups, and in written reactions to readings will contribute to your final grade. Written reactions or written summaries of group work will be graded according to effort. If you demonstrate that you indeed read the material, thought about the material, and contributed to the group discussion then you will receive full points. If it is not clear that you put effort into the assignment you will receive half credit or no credit accordingly. I will also occasionally rate your performance during full class discussions.

- Attendance will be recorded for each class. If a student misses 3 or more class periods, he/she will be docked one letter grade from the final grade. You are strongly encouraged to attend all class periods as participation points **cannot** be made up.
- **There will be NO credit for emailed assignments.**
- If you do miss a class, you are responsible for obtaining notes, handouts, assignments, and so forth from a classmate, not from the professor.
- **I do NOT accept late work so be sure to make arrangements to submit all work on time.**

**Class Preparation and Lecture Notes.** *(Skills: Responsibility & Independence)*

You should complete all readings before the date that they are to be presented/discussed. I provide outlines of all lectures on the course website. **Please note these are outlines only!!! It is necessary to take additional notes during class on both what I talk about and on our class discussions.** Often students deem the statements on the lecture slides as the most important material. This is not necessarily the case. My slides serve as an organizational outline and the important definitions, examples, and critically thinking is **NOT** included on those slides. Sometimes it is also the case that students tune out when discussions begin, assuming that what other classmates say is not important because it did not come from the professor. Discussions are important. Many issues we will discuss in development are complex, have no ONE answer, and require us to think about as a group. Often these same complex issues will be short essay questions on the exams and while there is no one correct answer, I will be looking for certain information to back up your argument. This information will come directly from readings *and* class discussions.

**Evaluation of Knowledge.** *(Skills: Responsibility, Initiative, & Independence)*

- Multiple choice CRS questions located at the end of the Power Points for each chapter need to be completed and turned on due date listed on calendar below.
- There are 3 in class, closed book, timed exams. These are to be completed independently.
  - The format of the exams is multiple choice and short answer/essay questions.
- The final exam will be a **Developmental Research Paper**. See below for instructions.

**Papers & Presentation.** (Skills: Responsibility, Initiative, & Independence):

- Developmental Research Paper (6-8 pages):  
PART 1: Select a theory of development psychoanalytic, psychosocial, behavioral (includes observational learning), or cognitive. Discuss the theory and its main concepts. Use the theory to describe at least 2 developmental stages/developmental experiences that you discuss via your own development and your interviewee's development.

PART 2: Although biology plays a strong role in development, you will come to see over the course of the semester that many other factors influence development. To get a better understanding of how developmental aspects and factors change over time, I would like you to interview a person who is at least 25 years older than you. This could be parents or grandparents or some other individual you know who is older. Ask them to tell you how they think your life (at your age) is different from what they experienced when they were your age. Also, please compare developmental expectations/patterns at each stage in development that we have covered with your own experiences and what you have learned in class. How are the differences between your life and theirs reflecting changes in society? What has changed that influences how you live relative to how they lived at the same age? How has culture changed? For example, some of the changes may reflect changes attitudes/beliefs on what is right/wrong, healthy/unhealthy or changes in opportunities for men and women. Some may reflect technological changes. Some may reflect changes in the economic system and globalization. The key is to think outside of your individual experience to try to understand how cultural/social changes have affected your lives. Then it should include a discussion of the differences noted between your lives and then point out some of the changes in society that make your lives different. Be sure to use specific examples rather than just broad statements about how society has changed and to lay out your paper in a chronological manner as you go through each relevant developmental period (i.e. birth, infant, toddler, young child, etc).

- Reaction Papers (1-2 pages): Periodically you will be assigned a reaction paper to an activity/movie/reading. This is an opportunity to respond in two ways, thinking critically about the material presented and your own opinions about the issue and topic. These assignments serve to prepare you for class discussions.
- **Group presentation :** Students will be placed into groups by the instructor and given a topic to present. Topics and presentation dates will be assigned. Students will prepare a 30 minute presentation to teach the class about their topic. They will be expected to discuss each **topic within the grouping thoroughly including but not limited to the following information:**
  - Important statistics
  - Changing viewpoints/theories/experiences/explanations regarding the topic throughout history
  - Signs/symptoms/treatments if relevant (for physical/mental health issues)
  - Normal vs. abnormal development regarding issue
  - Theory or theories that explain developmental period or issue
  - Gender and cultural differences related to topic

Students should use at least 5 credible sources in discussing the topic and must provide and turn into instructor a typed bibliography using APA format. Presentations should be professional and incorporate multiple forms of instruction (i.e. this should not be lecture only). Projects must include at least 2 forms of visual aids. Be sure to utilize and explain all aids.

Attendance/Class Participation	210 pts	<b>Grading Scale</b> <b>A 92-100%</b> <b>AB 89-91%</b> <b>B 82-88%</b> <b>BC 79-81%</b> <b>C 72-78%</b> <b>CD 69-71%</b> <b>D 65-68%</b> <b>F &lt; 65%</b>
CSR Questions Homework	225 pts	
Group project	100	
Reaction Paper	50 pts	
Exam 1	100 pts	
Exam 2	100 pts	
Exam 3	100 pts	
Research Paper	100 pts	
Total	985 pts	

**Week 1 – 1/23-1/27**

Chpt. 1 Introduction to Human Development  
*The Curious Case of Benjamin Button*  
**CRS Chapter 1 Multiple Choice Questions Due – 1/27**

**Week 2 – 1/30-2/3**

Chpt. 1 Introduction to Human Development - Continued  
 Chpt. 2 Heredity and Environment  
*Benjamin Button* - Reaction Paper Due – 1/30  
**CRS Chapter 2 Multiple Choice Questions Due – 2/1**

**Week 3 – 2/6-2/10**

Chpt. 2 Heredity and Environment - Continued  
 Chpt. 3 Prenatal Development and Birth  
**CRS Chapter 3 Multiple Choice Questions Due – 2/8**  
 Chpt 3 – Group presentation – Pregnancy and Birth- 2/8

**Week 4 – 2/13-2/17**

Chpt. 4 Profile of the First Three Years  
**CRS Chapter 4 Multiple Choice Questions Due – 2/15**  
**Exam 1 Review**  
 Exam 1 (chapters 1-4) - 2/17

**Week 5 – 2/20-2/24, No Class 2/22**

Chpt. 5 Pathways through the First Three Years  
**CRS Chapter 5 Multiple Choice Questions Due – 2/20**

**Week 6 – 2/27-3/2**

Chpt. 6 Profile of Early Childhood  
**CRS Chapter 6 Multiple Choice Questions Due – 2/29**  
 Chpt 6 group presentation – Cognitive Development and Piaget’s Preoperational and Concrete Operational stages- 2/29

**Week 7 – 3/5-3/9**

3/5 Autism speaker

Chpt. 7 Pathways through Early Childhood

**CRS Chapter 7 Multiple Choice Questions Due – 3/7**

Chpt 7 group presentation – ADD/ADHD - 3/7

Medicating Kids Video – PBS Frontline - 3/8

**Week 8 – 3/12-3/16 – NO CLASS – Spring Break**

**Week 9 – 3/19-3/23**

Chpt. 8 Profile of Middle and Late Childhood

**CRS Chapter 8 Multiple Choice Questions Due – 3/21**

Chpt. 8 group presentation – Emotional and Social Development – 3/21

**Week 10 – 3/26-3/30**

Chpt. 9 Pathways through Middle and Late Childhood

**CRS Chapter 9 Multiple Choice Questions Due – 3/28**

**Exam 2 review**

**Exam 2 (chapters 5-9) - 3/30**

**Week 11 – 4/2-4/6 – No Class 4/6 Easter Break**

Chpt. 10 Profile of Adolescence

**CRS Chapter 10 Multiple Choice Questions Due – 4/5**

Chpt 10/11 group presentation – Puberty/Risky Behavior – 4/2

**Week 12 – 4/9-4/13 – NO Class 4/9 Easter Break, 4/12 Advisement**

Chpt. 11 Pathways through Adolescence

**CRS Chapter 11 Multiple Choice Questions Due – 4/11**

Chpt 11 group presentation – Communities, Schools, and Families – 4/13

**Week 13 – 4/16-4/20, No Class 4/18 Advisement**

Chpt. 12 Profile of Early to Middle Adulthood

**CRS Chapter 12 Multiple Choice Questions Due – 4/16**

**Exam 3 Review**

**Exam 3 (chapters 10-12) – 4/20**

**Week 14 – 4/23-4/27, No Class 4/26-4/27**

Chpt. 13 Pathways through Early to Middle Adulthood

**CRS Chapter 13 Multiple Choice Questions Due - 4/23**

Chpt. 14 Profile of Middle to Late Adulthood

**CRS Chapter 14 Multiple Choice Questions Due – 4/25**

**Week 15 – 4/30-5/4**

Chpt. 13 group presentation – Relationships - 4/30

Chpt. 14 group presentation – The Aging Mind - 5/2

Chpt. 15 group presentation – Work and Retirement – 5/3

Chpt. 15 Pathways through Middle to Late Adulthood

PBS Frontline Video – Facing Death

**CRS Chapter 15 Multiple Choice Questions Due – 5/2**

**Final Exam - Developmental Research Paper Due 5/4/12**

**Please Note: As your instructor, I retain the right to make changes based on the timeline of the class, feedback from learners and/or logistical issues and will inform you as soon as a change is made**

# Bridget G. Blean (Vande Walle)

722 Westwood Drive  
De Pere, WI 54115  
(920) 265-5617  
Bridgetb1029@yahoo.com

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## EDUCATION

*Lakeland College*

Master of Arts in Counseling

Emphasis: Community Counseling

Neenah, WI

Graduation: May 2010

GPA: 3.98

*Coursework Included:*

Conflict Resolution, Counseling Process and Helping Relationships, Group Counseling, Counseling Theories, Counseling for Chemical Addiction

*St. Norbert College*

**Bachelor of Arts**

Major: Psychology

Minor: Sociology

De Pere, WI

Graduation: December 2005,

Summa Cum Laude

GPA: 4.0

*Coursework Included:*

Abnormal Psychology, Abnormal Child Psychology, Approaches to Psychotherapy, Theories of Personality, Sociology, Society, Sex, and Marriage

## PROFESSIONAL EXPERIENCE

*American Foundation of Counseling Services*

**MORE Program Therapist**

Green Bay, WI

April 2011 – Present

- Provide 1:1 and group therapy to individuals accessing services through local homeless shelters and domestic violence programs.
- Prepare staff trainings on mental health topics.
- Create and implement treatment programs.
- Coordinate care for MORE program clients with community agencies.

*House of Hope*

**Case Manager**

Green Bay, WI

March 2007 – April 2011

- Provide direct case management to mothers residing at the shelter.
- Complete client intakes and discharges.
- Create and implement case plans.
- Work closely with various child protection and welfare agencies, AODA providers, and mental health professionals to coordinate services for the clients and their children.

*NWTC & St. Norbert College*

**General Studies Adjunct Instructor**

Green Bay/De Pere, WI

August 2010 – Present

- Teach courses in the psychology and sociology disciplines.
- Deliver course information and requirements to students and monitor and grade progress.

*The Crisis Center*

**Crisis Counselor (on-call, casual part-time/intern 360 hours)**

Green Bay, WI

September 2009 – November 2010

- Provided telephone and in-person counseling to a variety of clients contacting or presenting to The Crisis Center experiencing conflict, crisis, and/or trauma.
- Facilitated inpatient treatment and diversion placements for clients in need of intensive services.
- Worked closely with area agencies to provide a successful continuum of care for marginalized clients needing financial, educational, social, physical health, and mental health services.

*N.E.W. Curative Rehabilitation*

**Vocational Specialist**

Green Bay, WI

February 2006 – March 2007

- Provided direct case management services to clients involved in the employment program.
- Implemented therapy programs and behavioral support plans.
- Provided employment opportunities and training to client case load.
- Trained in conflict resolution, non-violent crisis intervention, suicide assessment and prevention, principles of relapse prevention, mental health disorders, and substance abuse disorders.

## Bridget G. Blean (Vande Walle)

722 Westwood Drive  
De Pere, WI 54115  
(920) 265-5617  
Bridgetb1029@yahoo.com

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*WI Early Autism Project*

### **Certified Line Therapist**

De Pere, WI

May 2005 – February 2006

- Provided in-home therapy for a four-year-old boy diagnosed with autism.
- Therapy sessions included data collection and behavioral assessments.

### **ACTIVITIES AND HONORS**

- **Brown County Child Protection Permanency Plan Review Volunteer**, 2007-2008
- **Reverend Joseph E. Dorff Award in Psychology**, *St. Norbert College*, 2006
- **Psi Chi Member (National Honor Society in Psychology)**, *St. Norbert College*, 2004-2006
- **Psychology Club**, *St. Norbert College*, President (2005 – May 2006), Vice-President (2004)
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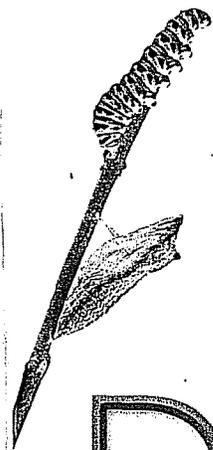
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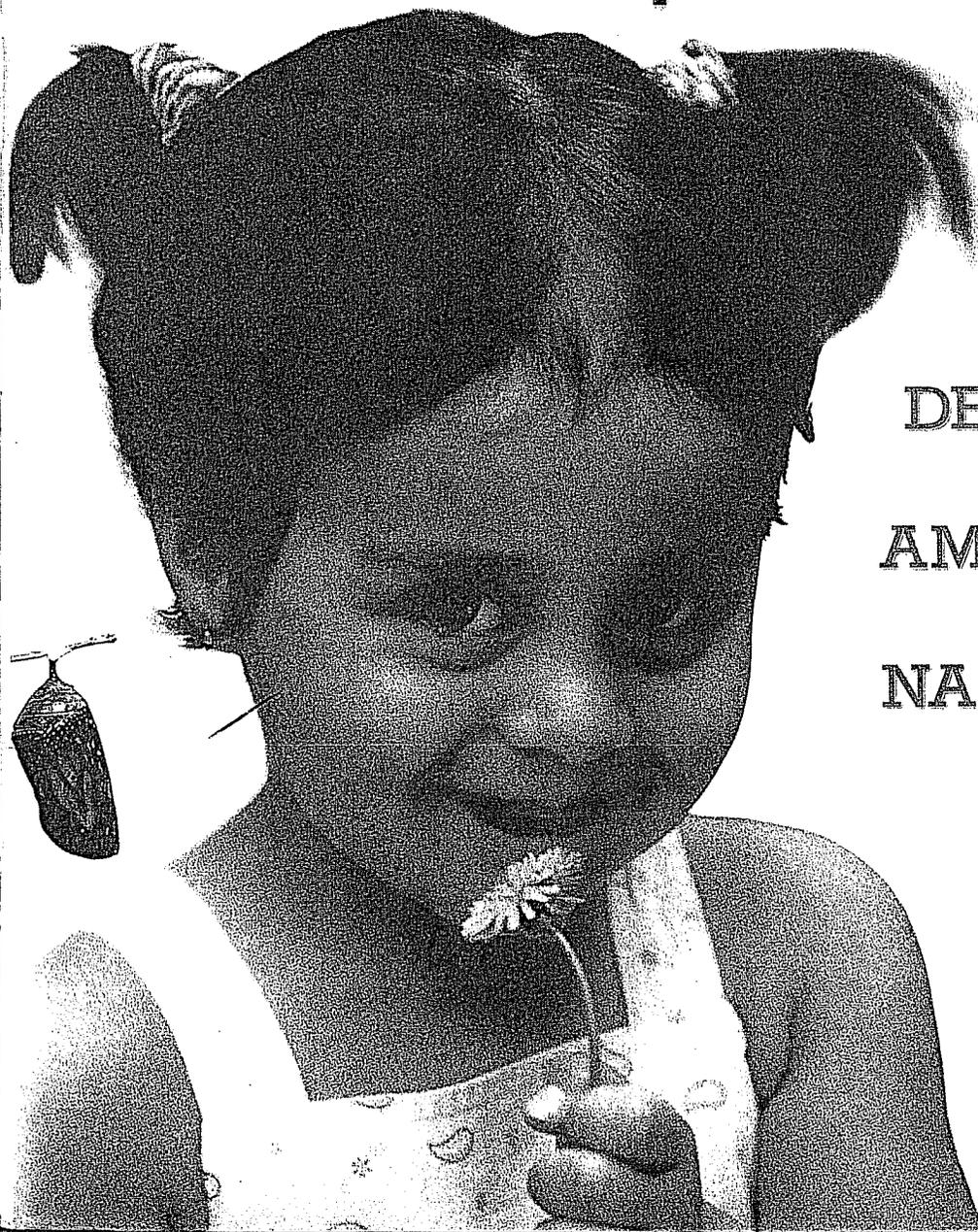
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# THE STORY OF Human Development



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To our parents, Gina and Bob, Jo and John, and Hilda and Aalejo

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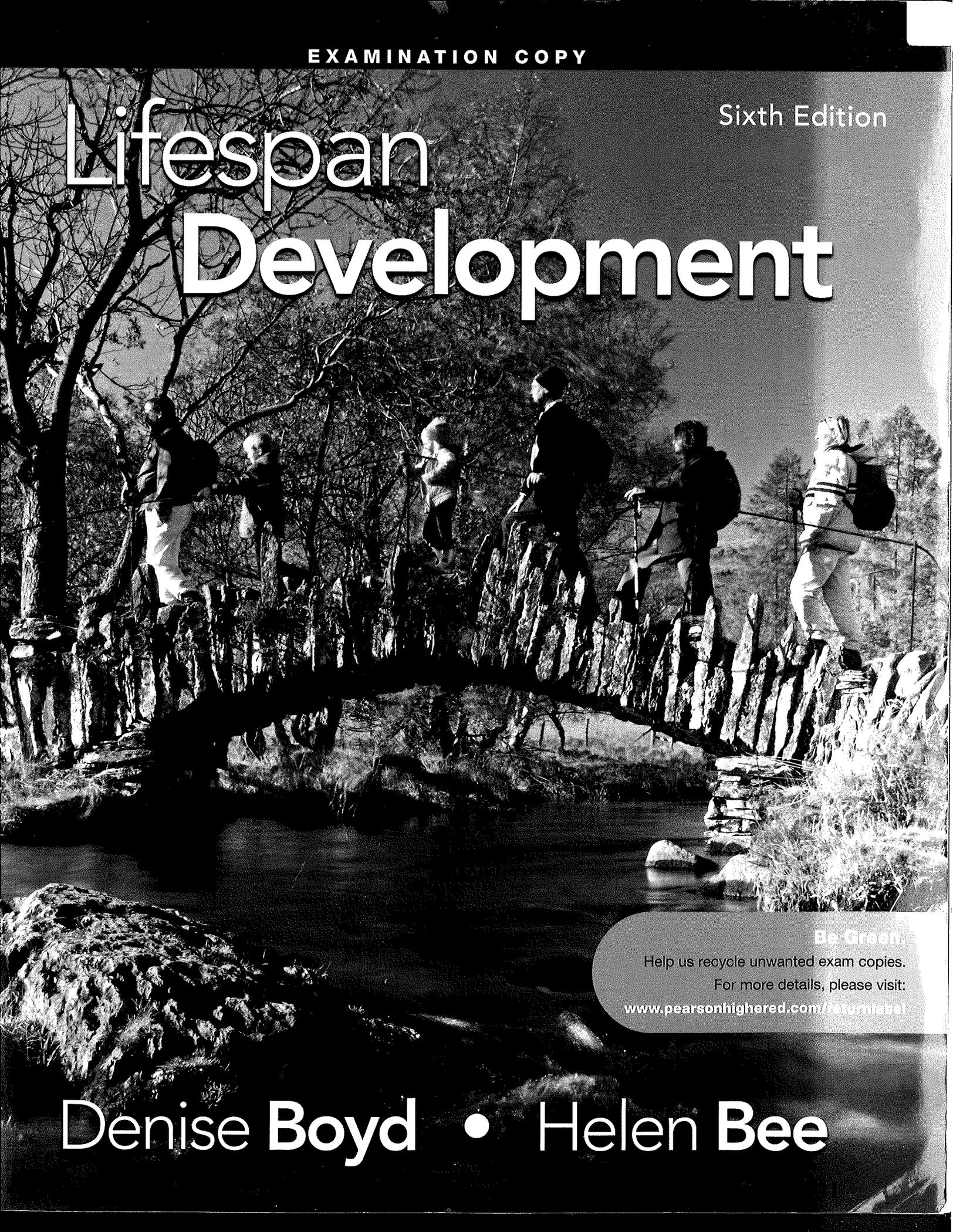
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# Lifespan Development

Sixth Edition

Denise **Boyd**

*Houston Community College System*

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**State of Wisconsin  
Department of Safety and Professional Services**

**AGENDA REQUEST FORM**

Name and Title of Person Submitting the Request: <b>Dan Williams (on behalf of Eric Alvin)</b>		Date When Request Submitted: <b>5/15/12</b>	
		Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before meeting for all other boards</li> </ul>	
Name of Board, Committee, Council: <b>Social Worker Section</b>			
Board Meeting Date: <b>5-17-2012</b>	Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How should the item be titled on the agenda page <b>Discussion of Complaint Screening Policy</b>	
Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	Is an appearance before the Board being scheduled? If yes, by whom?  <input type="checkbox"/>  <input checked="" type="checkbox"/> No	Name of Case Advisor(s), if required:	
Describe the issue and action the Board should address:  See title.			
If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:			
<b>Directions for including supporting documents:</b> 1. This form should be attached to any documents submitted to the agenda. 2. Documents submitted to the agenda must be single-sided. 3. Only copies of the original document will be accepted. 4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting.			
<b>Authorization:</b>			
Signature of person making this request		Date	
Supervisor signature (if required)		Date	
Bureau Director signature (indicates approval to add late items to agenda)		Date	