HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT
SW/SOC 376 Spring 2018

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　　　　　And by appointment

I. COURSE DESCRIPTION

This course provides a conceptual framework for organizing and analyzing knowledge of human behavior and the social environment with a focus on individuals and families, organizations and communities. Social systems, life course, and assets and resiliency/strength based perspectives and theories are presented. Special attention is given to the impact of poverty, discrimination, and oppression on the ability to reach or maintain optimal health and wellbeing through the understanding how traditional and alternative paradigms influence or impede development

II. COMPETENCIES, COURSE OBJECTIVES, AND PROFESSIONAL PRACTICE BEHAVIORS:

COMPETENCIES

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills (CSWE EPAS, 2008:3). Most social work courses include both a *primary competency* and a set of *collateral competencies.*

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, "Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being" (2015 EPAS). This course addresses many of these areas of competency as indicated under "course objectives" below.

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COURSE OBJECTIVES

At the completion of the course, the student will:
1. Further identify as a professional social worker and demonstrate professional behavior. (Competency 1)

2. Understand and apply ethical standards to social work practice with individuals. (Competency 1)
3. Demonstrate skill in professional documentation. (Competency 1)
4. Recognize the need to tailor social work approaches according to elements of client diversity. (Competency 2)
5. Demonstrate skill in carrying out the phases of generalist social work practice including engagement, exploration, assessment, contracting, intervention, evaluation, and termination. (Competencies 6-9)
6. Demonstrate skill in obtaining knowledge about community resources relevant to social work practice with individuals. (Competency 8)
7. Demonstrate skill in evaluating one's own practice. (Competency 9)

PRIMARY COMPETENCY EP 2.1.7 _Apply knowledge of human behavior and the social environment._

Course Objectives
Course objectives describe the knowledge, values, and skills necessary to achieve competency.

The course objectives associated with the primary competency for HBSE are:
1. Knowledge for the application in practice of theories emerging from both traditional and alternative paradigms about the development, behavior, and environmental contexts of individuals and families;
2. Application of social systems, life course, assets, and resiliency approaches to understanding of human behavior in individual and family environments.
3. Integration of knowledge, critical thinking skills, and values from the liberal arts and sciences and application of this knowledge through creative problem solving for effective social work practice.
4. Understanding of bio-psycho-socio-cultural-spiritual influences on human behavior in the context of individual and family environments.
5. Awareness of the ways individual and family systems promote of deter people in maintaining or achieving health and well-being.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills:
- Social workers are knowledgeable about human behavior across the life course;
- The range of social systems in which people live; and
- The ways social systems promote or deter people in maintaining or achieving health and well-being.
- Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development

Practice Behaviors
Achievement of the primary competency will be measured by the degree to which students are able to demonstrate/display associated _practice behaviors:_
- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

COLLATERAL COMPETENCIES
Collateral Competencies are additional to and supportive of achievement of the primary competency for each required social work course and reflect the integration across the curriculum of the core competencies required of professional social workers by the Council on Social Work Education. The following collateral competencies will be

addressed in the context of the primary competency. Their achievement will be measured by the degree to which students are able to demonstrate/display relevant <u>practice behaviors</u> in the context of the <u>primary competency</u>:

<u>COMPETENCY EP 2.1.1</u> *Identify as a professional social worker and conduct oneself*
Accordingly

Course Objectives
1. Demonstrate beginning ability to practice personal reflection and self-correction and to recognize one's own strengths and needs for continuing to develop knowledge, skills, and values required for effective practice.
2. Demonstrate professional demeanor in behavior, appearance, and communication in the context of class presentations and group activities.
3. Demonstrate understanding of historical perspectives about the development of theories and models for explaining human behavior and the social environment at individual and family levels.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills
- Social workers serve as representatives of the profession, its mission, and its core values.
- Social workers know the profession's history.
- Social workers commit themselves to their own professional conduct and growth.

Practice Behaviors
- practice personal reflection and self-correction to assure continual professional development;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning;

<u>COMPETENCY EP 2.1.1</u> *Apply social work ethical principles to guide professional practice.*

Course Objectives
1. Be able to demonstrate awareness of personal values and the ability to address value and ethical conflicts to ensure that professional values guide practice.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills
- Social workers have an obligation to conduct themselves ethically
- Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Practice Behaviors:
- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate understanding of the importance of difference in shaping life experiences.
- Recognize and manage personal values in a way that allows professional values to guide practice

<u>COMPETENCY EP 2.1.3</u> *Apply critical thinking to inform and communicate professional judgments*

Course Objectives
1. Demonstrate knowledge of the significance of principles of logic, scientific inquiry, and reasoned

Judgment as essential for distinguishing, appraising, and integrating multiple sources of knowledge about HBSE in the context on individuals and families necessary for effective social work practice

2. Demonstrate the ability to use critical thinking skills as well as creativity and curiosity to analyze traditional and alternative theories of HBSE and models of assessment for individuals and families both domestically and globally.

3. Demonstrate the ability to synthesize and communicate, both orally and in writing, relevant knowledge about traditional and alternative theories of HBSE in individual and family contexts to colleagues, groups, organizations, and communities.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills
- Social workers are knowledgeable about the principles of logic, scientific inquiry and reasoned discernment
- They use critical thinking augmented by creativity and curiosity.
- Critical thinking also requires the synthesis and communication of relevant information.

Practice Behaviors:
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge
- analyze models of assessment
- demonstrate effective oral and written communication in working with groups, organizations, communities, and colleagues

COMPETENCY EP 2.1.5 *Advance human rights and social and economic justice.*

Course Objectives
1. Demonstrate recognition that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.
2. Demonstrate recognition of the global interconnections of oppression at individual and family system levels.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills
- Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.
- Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.

Practice Behaviors:
- understand the forms and mechanisms of oppression and discrimination;
-

COMPETENCY EP 2.1.6 *Engage in research-informed practice and practice-informed research*

Course Objectives
1. Demonstrate comprehension of quantitative and qualitative research as well as scientific and ethical approaches to building knowledge for understanding individuals and families.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills
- Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behaviors:

- use research evidence to inform practice
-

COMPETENCY EP 2.1.9   *Respond to contexts that shape practice.*

Course Objectives
1. Demonstrate understanding and knowledge of the constancy of change in organizational, community, and societal contexts and the resulting dynamic nature of practice contexts, especially those involving individuals and families.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills
- Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.

Practice Behaviors
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

COMPETENCY EP 2.1.10   *Engage,* assess, *intervene, and evaluate with individuals, families, Groups, organizations, and communities*

Course Objectives
1. Demonstrate the ability to apply traditional and alternative theoretical frameworks for assessing individuals and families.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills
- Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels.
- Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.

Practice Behaviors
> **Assessment**
> - collect, organize, and interpret client data;
> - assess client strengths and limitations;

III. OTHER COURSE INFORMATION
REMEMBER: **HBSE is knowledge** *for practice* **component and you should look for ways to apply what you are learning.**
TEXTBOOK
Schriver, J. M. (2010). Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice. (5th ed.). Boston: Allyn and Bacon.

ADDITIONAL BOOKS/READINGS
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. You can obtain information from http://www.apa.org or the University Library.

Barker, Robert (Ed.). *Social Work Dictionary*. Washington, D. C.: National Association of Social Workers, Current edition or edition purchased for Introduction to Social Work.

Council on Social Work Education (2008). *Education Policy and Accreditation Standards* available at www.cswe.org

Additional readings will be assigned during the semester.

ATTENDANCE/PARTICIPATION
Professional social work practice demands a high degree of personal commitment, engagement, and use of self. To begin to achieve this end, students are expected to attend class and constructively participate in class discussions and activities. Attendance/Participation is one of the evaluation measures used in the class.

ACADEMIC INTEGRITY
Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established University regulations. Cases in which there is evidence of cheating will result in penalties ranging from zero on an exam, paper or assignment to University disciplinary action. Academic dishonesty is taken very seriously and will not be tolerated in any fashion.

TEACHING/LEARNING STRATEGIES
The UW Stevens Point Social Work uses a strengths perspective approach to a problem-based, active learning approach to teaching, combined with lectures on factual content. One of our goals is to promote student responsibility and engagement through a collaborative approach. A cohesive, respectful, and supportive classroom atmosphere helps students to feel safe in asking questions and contributing actively to discussions. Another goal is to help students understand the relevance of theory and academic material to social work practice. Instructors approach this goal through the use of practice examples, classroom experiences, and student projects that illustrate the relationship between academic content and the real/practice world.

    The classroom sessions include lecture/discussion, films (when available), activities, work in small groups, and problem-solving and analysis. Professional social work practice demands a high degree of personal commitment and use of self. *To begin to achieve this end, students are expected to demonstrate their understanding of concepts and the ability to use self by regular and constructive class attendance and participation.*

SELF DISCLOSURE STATEMENT
The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions.

Although students are encouraged, assisted, and expected to engage in the process of self exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

ELECTRONIC DEVICES
Most students carry electronic communication devices. Please turn these off while in class.

ACCOMMODATIONS
Disability Services Assistance Information

IV. Grading and Evaluation:

GRADING, DUE DATES, POINTS

*Due dates: Assignments must be completed by the due date. Late assignments will not be graded unless a reason acceptable to the instructor is given **in advance**.*

Assignment/Exam	Due Date	Points Possible
Assignment 1	End of spring break	30
Exam 1	March 19th	100
Assignment 2 - Article analysis	Anytime during semester	40
Assignment 3	Day Thursday May 18th	30
Exam 2	May 17th	100
Attendance/Participation	6.6 points per class	100
Total Pts. Possible		400

GRADING SCALE UNDERGRADUATE
A   (372 - 400)
B + (348 – 359)
B - (324 – 335)
 C   (300 – 311)

GRADING SCALE GRADUATE
A - (360 – 371)
B   (336 – 347)
C+ (312 – 323)
C - (299 – 288)

GRADING OF ASSIGNMENTS
All assignments will be graded on the following criteria:

1. Completeness and thoroughness - covering all aspects of the assignment.
2. Accuracy of content - correct use of terminology, theory, knowledge of current events, appropriate Reference/citations, etc.
3. Style –
   a. A written research assignment should be in APA style. Appropriate spelling, grammar, organization,
      clarity, and transitions between elements of paper will be expected in all written work.
   b. In an oral assignment, organization, clarity, and nice transitions between elements of each presentation are expected.
   c. For papers or oral presentations: well-reasoned arguments backing up statements made - including references, logical argument, or examples demonstrating the justification for the statement is expected.

Participation and attendance: Students are expected to attend class regularly and participate in class discussions/assignments. There will be one allowed excused absence; thereafter each absence will result in the loss points for that day. If you are doing summaries, then you are responsible for getting notes for that summary

Assignments: There will be **three written assignments**. These reflections papers will be 3-4 pages, typed, double-spaced. Each paper will be worth 30 to 40 **points**. Assignments will be graded on Content – Depth – Original thought. Topics: **Human development theory, research article analysis, and community Impacts on the individual. Written assignments are to be submitted using "Desire 2 learn program. This will be discussed in class how to access this internet program. This program will be used in submitting weekly summaries in lieu of exams. (200 points)**

Mid-term: There will be a mid-term exam covering theory up to the eighth week. Test will cover chapters 1-5 and other handouts. Fifty questions with two bonus points are possible. Each question will be worth 2 points. (Optional final exam - format will be the same)

Final Exam or Paper: In lieu of exam will be a 6 to 8-page term paper on what you consider to be one of the most significant social concerns of today and the human behavior surrounding it. Paper will be typed and doubled spaced with a bibliography of at **least five resources**. The paper **must reflect course objectives**. Include in your paper how you would incorporate **traditional and alternative paradigms** as a method of helping and understanding your social concern. Provide a **glossary** of terms used from the course. **Bold** all terms used (See study guide)

V. COURSE OUTLINE BY CHAPTERS

All course readings should be completed before the class sessions in which they are assigned so the student is able to apply the information in class discussions and exercises.

Tentative Outline

Week 1 – Introduction and discussion of objectives and expectations
        1st assignment due by the end of Spring Break or before)   **(1/22)**
Week 2 – Human Behavior and the social Environment and Paradigms (**chapter** 1)   **(1/29)**

Week 3– Traditional and Alternative Paradigms (**Chapter two**)   **(2/5)**

Week 4 - Social Systems Perspective: The foundation for Social System Theory.
        Handouts, lecture notes and assigned readings   **(2/12)**

Week 5- Paradigm thinking and Social Work Knowledge for Practice. (**Chapter 3 & 4**)   **(2/19)**

Week 6 - Traditional/Dominant Perspectives on Individuals. (**Chapter 5**)   **(2/26)**
        (Human Development Theories and Practice)
Week 7- Alternative Perspectives on Individuals. (**Chapter 6**)   **(3/5)**
        (Human Development Theories and Practice)

Week 8` **Continue with Alternative Perspectives**   (3/12)

Week 9   Midterm   (3/19)
        ***********Spring Break – March 26th** **********
        2nd Written Assignment due anytime during the semester

Week 10 -   Strength/Empowerment Perspectives on Individual (lecture notes)   **(4/2)**

Week 11 - Perspectives on Families (**chapter 7**)   **(4/9)**

Week 12 -   Perspectives on Families and Groups (**chapter 7 & 8**)   **(4/16)**

Week 13 Perspective on Organizations (**chapter 9**)   **(4/23)**

Week 14 Perspectives on Community & culture of communities (**chapter 10**)   **(4/30)**
        Article presentations
Week 15 Article Presentations and class material summation   (5/7)

Week 16   Second exam (May 17th 14:45 hours or 2:45 PM

        Third written assignment due by Thursday May 18th evening

ASSIGNMENTS

NOTE: All written assignments must be submitted in D2L drop box saved as Microsoft Word documents in either ".doc," "docx, " file formats.
<u>*Please always remember to keep a copy for yourself.*</u>

ASSIGNMENT 1 - YOUR DEVELOPMENTAL AND ENVIRONMENTAL INFLUENCES
This assignment is intended to allow you to address the impact on your personal and professional development of various issues related to human behavior and the social environment. To complete the assignment, write a 4 to 5 page double spaced paper that includes at least the following elements.

1. A general description of yourself as a bio-psycho-socio-cultural-spiritual being. Be sure and address each part of that hyphenated description! State how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life.
2. Using one of the theories or models of individual development or identity formation presented in class and/or the text, describe your progress through the life course to this point in time. That is, where are you now, and what phases have you passed through?
3. A brief discussion of the values you bring with you as you progress through the phases of your life course that remain.

4. Address what paradigms influenced your development, include both traditional and alternative paradigms.
5. Designate your family as the focal system. Sketch the significant subsystems that make up the family and show the linkage to the family of influential elements of the supra-system.
6. Identify at least 2 groups and 2 organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world.
7. Identify and briefly describe at least 3 major events or factors in the larger environment, such as political or social movements or national problems that have influenced you. For each one, briefly describe how your development and worldview were affected.
8. Diversity, discrimination, and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and worldview (personal and professional)
9. Taking into consideration the experiences and influences that you have discussed above, discuss briefly the strengths and limitations that they will bring to your professional development as a social worker. Outline a plan for addressing limitations.

Total Points Possible: 40 points

RELATED COMPETENCIES
- Apply knowledge of human behavior and the social environment.
- Identify as a professional social worker and conduct oneself accordingly
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Respond to contexts that shape practice.

Practice Behaviors demonstrated through Assignment
- critique and apply knowledge to understand person and environment.
- practice personal reflection and self-correction to assure continual professional development;
- recognize and manage personal values in a way that allows professional values to guide practice
- demonstrate effective oral and written communication in working with groups, organizations, communities, and colleagues
- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate understanding of the importance of difference in shaping life experiences.
- understand the forms and mechanisms of oppression and discrimination;
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

ASSIGNMENT 2: RESEARCH ARTICLE SUMMARYIANALYSIS

*Each student will be responsible during the semester for choosing a recent research article (that addresses a variety of issues related to human behavior and the social environment, and writing a summary/analysis of their article. Additionally, the student **can make a brief, informal presentation of the article in class and be prepared to facilitate discussion regarding issues it raises. (About 5 minutes – this is considered extra credit and can be given anytime during the semester at the beginning of a class. Let the professor know ahead of time if you choose this option. Students have used a brief power point presentation consisting of 3 to 5 slides***

The summary/analysis is to be 2-3 typed double spaced pages in length and is to be done according to the outline below:

1. Give a full citation for the article according to the format used by the American Psychological Association.
   Example:
   Burdge, B. J. (2007). Bending Gender, Ending Gender: Theoretical Foundations for Social Work Practice with the Transgender Community. Social Work, 52(3), 243.

2. Summarize the main issues and findings reported in the article.

3. Describe the implications of the research for human diversity, either in terms of how diversity was or was not addressed in the research.

4. How was the reading consistent with traditional and/or alternative paradigm thinking? State which type of thinking you believe the author prefers, and explain your reason for your choice.

5. What do you think were the strengths and weaknesses of the research reported on or used in the reading?

6. What theory or theories about human behavior and the social environment are reflected in the reading?

7. How is the reading relevant to social work practice? If you were a social worker, how would this information change or influence how you would work?

8. Describe one possible implication for social policies or services of the research reported on in the reading. That is, what kinds of policies should there be, or what kinds of services should agencies provide, based on this article?

9. Overall quality of written summary/analysis.

NOTE: Class presentation: un-graded but required to receive the ex-credit for the assignment. The short class presentation is to be between 3 to 5 minutes using power point slides using the above paper criteria headings <u>**Remember**</u> *to let the professor know when you decide to present*

RELATED COMPETENCIES
- Apply knowledge of human behavior and the social environment.
- Identify as a professional social worker and conduct oneself accordingly
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Engage in research-informed practice and practice-informed research.

   Practice Behaviors demonstrated through Assignment
   - critique and apply knowledge to understand person and environment.
   - distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge
   - demonstrate professional demeanor in behavior, appearance, and communication;
   - engage in career-long learning;
   - demonstrate effective oral and written communication in working with groups, organizations, communities, and colleagues
   - recognize and communicate understanding of the importance of difference in shaping life experiences.
   - use research evidence to inform practice

ASSIGNMENT 3: COMMUNITY DESCRIPTION/ANALYSIS PROJECT
The purpose of this assignment is community description and asset analysis. To complete the assignment, choose a community you wish to learn more about (you must get approval from the instructor for your choice), and after gaining approval, write a paper that includes the following elements:

A.   History and Description of the community
   - Place and/or non-place nature of the community
   - Population making up the community
   - Major community institutions/organizations
   - Linkages in the community with smaller and larger systems (individuals, families, groups, organizations, other communities, state, nation, and world)
   - Diversity of the community (attend to the diverse groups listed in course objectives)
   - Changes in the community over time
   - Future of the community
B.   Assessment/Analysis
   - Assess the assets and strengths of the community
   - Human, Social, and Financial Capital in the community (poverty and wealth in these areas)
   - Needs for community building and/or revitalization
   - Physical Environment and Infrastructure of the community
   - Impact of globalization on this community
C.   Findings/Recommendations
D.   References

RELATED COMPETENCIES
- Apply knowledge of human behavior and the social environment.

- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Respond to contexts that shape practice.
- Engage, <u>assess</u>, intervene, and <u>evaluate</u>, with individuals, families, groups, organizations, and <u>communities</u>
  Practice Behaviors demonstrated through Assignment
    - utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation; and
    - critique and apply knowledge to understand person and environment.
    - distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge
    - analyze models of assessment
    - demonstrate effective oral and <u>written</u> communication in working with groups, organizations, <u>communities</u>, and colleagues

Total points 40

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Clickers

This class uses "Clickers" to do interactive polling. You are required to lease a clicker from the UWSP Help Desk. You will need your UWSP Student ID.

UWSP's Help Desk is located in the basement of the Library. Help Desk website:
http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx

An $8 semester lease fee will be automatically added to your UWSP student bill.
       Note: Your clicker may be used in any class that requires clickers for the semester.

Returning clickers: Clickers must be returned to either the UWSP's IT Help Desk before the end of finals. Students with unreturned clickers will be billed a late fee and/or may be billed the replacement cost of the clicker.