SW 322: Human Behavior in the Social Environment II  
Monday & Wednesday, 10:30-11:45  
Spring 2015

Lewis-Clark State College  
Social Work Program  
Revised: 12/2014

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Email: epdowney@lcsc.edu  
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Office Hours: Mondays 1:30-2:30; Wednesdays 1:30-10:00; Thursdays 2:00-3:00; others by appointment. Please feel free to stop by my office any time.

Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the inclusion of non-traditional aged, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects, in the community in which they live, by conducting program evaluations and needs assessments through our research sequence which culminates in a public symposium.

Note: Last day to add class/es or to drop on-line is January 26, 2015; last day to drop class without “W” grade on transcript is February 2, 2015. Last day to withdraw from class/es or college for the semester is April 9, 2015.

COURSE DESCRIPTION

This course assumes and builds upon the content of SW 321 and focuses the application of that content on the life span of individuals, dynamics of families, and groups. Prerequisites: Psychology 101 and SW 321 or permission of the instructor.
INTRODUCTION AND OVERVIEW

This course is the second of two human behavior courses which deal with research, theories, and concepts on individual and family development from an ecological perspective. This course builds upon the knowledge base from the Liberal Arts core in biology, psychology, political science, economics, sociology, and anthropology.

PURPOSE OF THE COURSE IN THE CURRICULUM

This course is to be an introduction to developmental theories, concepts, and research on the life span. The information is an aid to students in understanding the person in the environment and integrative perspectives in assessing the bio-psycho-social and spiritual domains of the client. Attainment of this knowledge should promote self-growth as well.

The life span information is to assist students in working with different age groups and ethnicities, disabilities, the oppressed, and with people of color and/or with various gender/sex roles. The goal is to understand the interactions of domains interpersonally and the effects of the environment interpersonally and systemically. This class should lead to a basis for assessment of clients within the ecological perspective and an information base of developmentally appropriate behavior.

As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed. Below are five of the ten Core Competencies and seven Practice Behaviors that are addressed in this course.

<table>
<thead>
<tr>
<th>EPAS Competencies and Practice Behaviors and Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.2 Apply social work ethical principles to guide professional practice</strong></td>
</tr>
<tr>
<td>A. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
</tr>
<tr>
<td><strong>2.1.3 Apply critical thinking to inform and communicate professional judgments</strong></td>
</tr>
<tr>
<td>A. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
</tr>
<tr>
<td><strong>2.1.4 Engage diversity and differences in practice</strong></td>
</tr>
<tr>
<td>A. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
</tr>
<tr>
<td>C. Recognize and communicate their understanding of the importance of differences in shaping life experiences.</td>
</tr>
<tr>
<td><strong>2.1.7 Apply knowledge of human behavior and the social environment</strong></td>
</tr>
<tr>
<td>A. Utilize conceptual framework to guide the process of assessment, intervention, and evaluation.</td>
</tr>
<tr>
<td>B. Critique and apply knowledge to understand person and environment.</td>
</tr>
<tr>
<td><strong>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</strong></td>
</tr>
<tr>
<td>A. Analyze, formulate, and advocate for policies that advance social well-being.</td>
</tr>
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</table>
TEXTS AND REQUIRED READING

Required text:


TEACHING METHODS/CLASS CLIMATE

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to class prepared to discuss the assignments. An absence is not an excuse for not coming to the next class prepared to be actively involved.

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views, and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students shall not use cell phones, text message, or play computer games during class. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Students with Special Needs – The Americans with Disabilities Act of 1990 requires that the College provide reasonable accommodations to persons with disabilities as defined by the Act. Students with a disability seeking an academic accommodation must contact the Office of Student Life, 111 Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations.

If course adaptations or accommodations are needed because of a disability, if you need to make the instructor aware of emergency medical information, or if you will need special arrangements in case of building evacuation, please contact the instructor by the 10th day of the semester.

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You
must disguise the identity of clients in written assignments including changing the name of the client.

Course Website: There is a course website through LCSC Blackboard. The site contains all lecture power points, additional resources including links to useful websites, and the study guides for the quizzes. A copy of the syllabus is on the web page and all grades will be posted on the web page.

CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
<td>No Class</td>
<td></td>
<td>1/21</td>
<td>Review Syllabus</td>
<td>chapter 7 - early childhood developmental themes</td>
</tr>
<tr>
<td></td>
<td>Martin Luther King Jr. Day</td>
<td></td>
<td></td>
<td>Topic: Chapter 7 - Early Childhood Developmental Themes</td>
<td></td>
</tr>
<tr>
<td>1/26</td>
<td>Topic: Early Childhood</td>
<td>Reading: Chapter 7 – Biophysical Dimension (pp. 303-307)</td>
<td>1/28</td>
<td>Topic: Early Childhood</td>
<td>Reading: Chapter 7 – Psychological Dimension (pp. 307-332)</td>
</tr>
<tr>
<td></td>
<td>Reading: Chapter 7 – Psychological Dimension (pp. 307-332)</td>
<td></td>
<td>2/4</td>
<td>Topic: Early Childhood</td>
<td>Reading: Chapter 7 – Social Dimension (pp. 332-358)</td>
</tr>
<tr>
<td>2/9</td>
<td>Topic: Middle Childhood</td>
<td>Reading: Chapter 8 – Developmental Themes (pp. 364-365) (pp. 378-9) &amp; Delinquency &amp; gangs</td>
<td>2/11</td>
<td>Topic: Middle Childhood</td>
<td>Reading: Chapter 8 – Biophysical Dimension (pp. 366-369)</td>
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<tr>
<td></td>
<td>Peer Learning Plan Due</td>
<td></td>
<td></td>
<td>Media Paper Due</td>
<td></td>
</tr>
<tr>
<td>2/16</td>
<td>NO CLASS – PRESIDENTS’ DAY</td>
<td>Advocacy Days</td>
<td>2/18</td>
<td>Topic: Middle Childhood</td>
<td>Reading: Chapter 8 – Psychological Dimension (pp. 368-391)</td>
</tr>
<tr>
<td>2/23</td>
<td>Topic: Middle Childhood</td>
<td>Reading: Chapter 8 – Social Dimension (pp. 391-417)</td>
<td>2/25</td>
<td>Topic: Adolescence</td>
<td>Reading: Chapter 9 – Developmental Themes and Biophysical Dimension (pp. 421-429)</td>
</tr>
<tr>
<td>3/2</td>
<td>Topic: Adolescence</td>
<td>Reading: Chapter 9 – Psychological Dimension (pp. 429-449)</td>
<td>3/4</td>
<td>Topic: Adolescence</td>
<td>Reading: Chapter 9 – Psychological Dimension (pp. 429–449)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/16</td>
<td>Topic: Young Adulthood</td>
<td>Reading: Chapter 10 – Developmental Themes and Biophysical Dimension (pp. 490-496)</td>
<td>3/18</td>
<td>Topic: Young Adulthood</td>
<td>Reading: Chapter 10 – Psychological Dimension (pp. 497-506)</td>
</tr>
<tr>
<td>3/23</td>
<td>Topic: Young Adulthood</td>
<td>Reading: Chapter 10 – Social Dimension (pp. 507-538)</td>
<td>3/25</td>
<td>Topic: Young Adulthood</td>
<td>Reading: Chapter 10 – Social Dimension (pp. 507-538)</td>
</tr>
<tr>
<td>3/30</td>
<td>SPRING BREAK</td>
<td></td>
<td>4/1</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>4/6</td>
<td>Topic: Middle Adulthood</td>
<td>Reading: Chapter 11 – Developmental Themes and Biophysical Dimension (pp. 542-558)</td>
<td>4/8</td>
<td>Topic: Middle Adulthood</td>
<td>Reading: Chapter 11 – Psychological Dimension (pp. 558-570)</td>
</tr>
<tr>
<td>4/13</td>
<td>Topic: Middle Adulthood</td>
<td>Reading: Chapter 11 – Social Dimension (pp. 571-588)</td>
<td>4/15</td>
<td>Topic: Middle Adulthood</td>
<td>Reading: Chapter 11 – Social Dimension (pp. 571-592)</td>
</tr>
<tr>
<td>4/20</td>
<td>Topic: Late Adulthood</td>
<td>Reading: Chapter 12 – Developmental Themes (pp. 596-602)</td>
<td>4/22</td>
<td>Topic: Late Adulthood</td>
<td>Reading: Chapter 12 – Biophysical Dimensions (pp. 602-612)</td>
</tr>
<tr>
<td>4/27</td>
<td>Topic: Late Adulthood</td>
<td>Reading: Chapter 12 - Psychological Dimension (pp. 613-629)</td>
<td>4/29</td>
<td>Topic: Late Adulthood</td>
<td>Reading Chapter 12 -Social Dimension (pp. 629 – 652)</td>
</tr>
<tr>
<td>5/4</td>
<td>Topic: Death and Dying</td>
<td></td>
<td>5/6</td>
<td>Topic: Death and Dying</td>
<td></td>
</tr>
<tr>
<td>5/13</td>
<td>Aging Paper Due</td>
<td></td>
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</table>

**Schedule is subject to change with adequate notice in writing to students. Students are responsible for changes in the schedule whether or not they are present in class on the day the change is distributed.**

**Class Assignments and Grading**
Details about each of these assignments can be found on page 9 of this syllabus.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>EPAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Media Paper</td>
<td>200 points</td>
<td>EPAS2.1.7B;2.1.4A&amp;C;2.1.2A</td>
</tr>
<tr>
<td>Chapter Assignments (2)</td>
<td>200 points</td>
<td>EPAS2.1.2A;2.1.3A;2.1.4A&amp;C;2.1.7A &amp;B;2.1.8A</td>
</tr>
<tr>
<td>Developmental Paper</td>
<td>200 points</td>
<td>EPAS2.1.2A;2.1.3A;2.1.4A&amp;C;2.1.7A &amp;B</td>
</tr>
<tr>
<td>Aging Paper</td>
<td>200 points</td>
<td>EPAS2.1.2A;2.1.3A;2.1.4A&amp;C;2.1.7A &amp;B;2.1.8A</td>
</tr>
<tr>
<td>Peer Learning Presentation</td>
<td>100 points</td>
<td>EPAS2.1.2A;2.1.3A;2.1.4A&amp;C;2.1.7A &amp;B;2.1.8A</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100 points</td>
<td>EPAS2.1.2A;2.1.3A;2.1.4A&amp;C;2.1.7A &amp;B;2.1.8A</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

**There will be no final examination for this class.**

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000-950 points</td>
</tr>
<tr>
<td>A-</td>
<td>949-910 points</td>
</tr>
<tr>
<td>B+</td>
<td>909-880 points</td>
</tr>
<tr>
<td>B</td>
<td>879-850 points</td>
</tr>
<tr>
<td>B-</td>
<td>849-820 points</td>
</tr>
<tr>
<td>C+</td>
<td>819-790 points</td>
</tr>
<tr>
<td>C</td>
<td>789-760 points</td>
</tr>
<tr>
<td>C-</td>
<td>759-730 points</td>
</tr>
<tr>
<td>D</td>
<td>729-601 points</td>
</tr>
<tr>
<td>F</td>
<td>600 points and below</td>
</tr>
</tbody>
</table>

**Deadline for Submission of Class Assignments**

1. Assignments must be submitted to the instructor at the beginning of the class session unless otherwise arranged. Faxing class assignments is NOT permitted. E-mailed assignments will be accepted only under extraordinary circumstances and the student must receive permission from the instructor prior to emailing the assignment.

2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. The grade on any late assignment will automatically be reduced by 10% per day. On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor.

3. Only work submitted before the close of the last scheduled class session (May 13, 2015) of the course will be accepted for inclusion in the grade for that semester.

4. **Extra-Credit:** There is no extra credit in this course.

**Re-writing Assignments:**
1. Students may re-write any assignment with the consent of the instructor. By re-writing the assignment, the student may gain up to 50% of points deducted on the first submission. Example: Students receiving 250 points on an assignment can receive a maximum of 25 additional points for the re-write; the maximum re-write score is therefore 275 points.

2. To take advantage of this option, the original assignment must be turned in on time.

3. The student must make an appointment with the instructor within 7 days of the date the graded paper is returned. At that time a due date for the re-write will be established with the instructor.

4. All re-writes must be completed and submitted by noon. May 13, 2015.

Policy Regarding GPA

Social work majors must achieve a minimum of a B- in all required social work courses. In the event that a student does not achieve at least a B- in the course, he/she will be required to retake the course. Additionally, students must maintain an overall GPA of 2.7 and a 3.0 cumulative GPA in social work courses.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student’s control. It is the responsibility of the student to request an Incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the next term, excluding summer session. Students who fail to complete the required work will be assigned a grade of “F”.

Social Work Program Attendance Policy

Students are expected to attend all scheduled classes. Those students unable to attend a class are responsible for all work and class material. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade. This policy applies to all classes taught as part of the social work curriculum. Rare exceptions to this policy may be made at the discretion of the instructor.

Academic Honesty and Plagiarism*

The following acts of academic dishonesty are not acceptable:

- **Cheating**: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
• **Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).

• **Plagiarism:** representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).

• **Facilitating academic dishonesty:** helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

*In addition to action by the professor, all incidents will be reported to the Office of Student Affairs.*

**Professional Writing Standards**

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the *Publication Manual of the American Psychological Association* (6th ed.). (Recommended for SW140 and SW241, required of all others.) Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the **Writing Center (792-2433)** may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

**ASSIGNMENTS**

**Child Development Media Paper**

Select one of the children’s programs listed below and watch two episodes.

- Dora the Explorer (Nick Jr.)
- The Cat in the Hat Can Do That (PBS)
- Super Why (PBS)
- Curious George (PBS)
- Olivia (Nick Jr.)

The paper is to cover the following points:

- Briefly describe content of the two episodes (1 paragraph for each episode)
- For what developmental age group is the program appropriate? Explain using material from the textbook and lectures.
Using the appropriate age group discuss how the program facilitates or inhibits the child’s development.

Does the program facilitate the resolution of Erikson’s developmental crisis associated with the age group? Explain.

Select any two of the following diversity issues: gender, race, class, ethnicity, culture, family structure, and/or spirituality. What messages are conveyed about human diversity in the program? If the program does not adequately address the issue of diversity, how would you include it in the program?

What messages are conveyed about varying physical abilities? If this is not adequately addressed in the program, offer suggestions about how you would modify the program to convey a positive message about diverse physical and mental abilities.

What does the program teach about roles and relationships between adults and children?

As a parent would you allow your child to view the television program? Why or why not?

Format
- Six-eight pages in length
- 12 point type and double spaced APA Format – References need to include the name of the television program properly cited as well as correct citations when using content from the textbook and/or course lectures

Grading

75 points – Thoroughness
75 points – Application of course content
25 points – Clarity
25 points – Insight
200 points

Papers with incorrect APA formatting, grammar, and/or spelling errors will be returned ungraded.

PEER LEARNING PRESENTATION
Presentation Date: As Assigned
100 points

Students will be randomly placed in groups of two or three students and will be assigned a specific chapter and class session. As a group select one topic related to the readings and/or lecture material for the specified week it is assigned. You will be responsible for teaching the class about one specific topic from the readings that week. For example, if the topic is adolescents, consider a presentation on adolescent brain development, homeless adolescents, or teen fathers. If the topic is older adults, consider the strengths of this population, differences in cultural attitudes toward aging, or interview several elders and present their perspective on aging. The purpose is to add to the content in the book. Students will be given their groups on Monday, January 26 in class.
The material should supplement information from the textbook and lectures and not repeat existing material. Presentations should be 15-20 minutes in length. Create a one-two page handout on your topic. You have the liberty of teaching the topic in any manner you view as applicable. This could include a power point presentation, use of media, individual or group activities, etc., or all of the above. BE CREATIVE, dynamic and think outside the box! Social workers are often called upon to do trainings in and out of their agency settings.

Each group must submit their topic on February 9. These may be handwritten.

Grading: Accuracy of information: 40 points
- Thoroughness: 30 points
- Creativity: 30 points
- Total: 100 points

CHAPTER ASSIGNMENTS
100 Points each

There will be 2 take-home assignments related to chapters 8 and 10 as shown on the class schedule. These assignments will take the form of open book assignments and may require additional resources to successfully complete the assignment. The questions for the assignment will be distributed no later than one week prior to the due date. This assignments will be distributed a minimum of one week before they are due.

THE DEVELOPMENTAL PAPER
200 Points

The purpose of this assignment is to apply two theories of human behavior to your own current stage of development. You are to apply Erikson’s Psychosocial Model and then select one other theory from the following theories: psychosexual, social role theory, gender role theory, or a theory of moral development (Kohlberg or Gilligan). You may use the textbook as the source of information for the psychosocial model being sure to correctly cite these references. For the second theory locate at least 5 peer-reviewed articles on that theory. Integrate the information from the peer-reviewed articles into the body of the paper. As these papers are highly personal reflections, all information in the paper is confidential and the instructor will treat the paper accordingly. I do not expect students to “tell all” but rather consider what is appropriate to share with your instructor.

Using the textbook identify your current psychosocial stage of development and address the following points in an 8-10 page essay using correct APA formatting:

- Apply the psychosocial model to your current stage of development.
  - Discuss how you are experiencing each of the developmental themes associated with the stage.
Discuss your resolution of the psychosocial crisis.
Briefly discuss the key elements of the second theory and apply these elements to your current level of development.
What are the similarities and differences between the two models in explaining your current situation?
Which model do you believe more realistically reflects who you are at this point in your life? Explain.

The paper will be graded as follows:

- Quality of research: 50 points
- Thoroughness: 50 points
- Application of theories: 50 points
- Depth and detail: 50
- Total points 200

Papers with incorrect APA formatting, grammar, and/or spelling errors will be returned ungraded

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LIFE SPAN AND AGING PAPER
200 Points

Students are to watch one of the following films:

Harry and Tonto
Strangers in Good Country
Tokyo Story
Grand Turino

Locate a minimum of five (5) academic peer-reviewed articles on elders. One article must be on ageist attitudes or ageism. Internet sites, newspapers, and magazine articles may be included in the paper but cannot be substituted for peer-reviewed material. Content from peer-reviewed articles should be integrated into your paper and correctly cited.

Some of these films are on Netflix or are available at Hastings. I have asked the LCSC Library to order each of the films and they should arrive before the assignment is due. The paper should address the following topics:

- Address each of the development themes in Chapter 12.
- Address the appropriate Psychosocial crisis – How is the individual doing with resolving the crisis?
- How do the earlier stages of development affect the current stage of development?
- What role does culture and/or ethnicity play in the life of this individual?
- How does the character feel about being in the last stage(s) of life? Explain.
- Are there incidents of oppression and/or discrimination in the life of this individual? Explain.
• How does the film confirm and/or refute the current ageist attitudes in our society? (Be sure to integrate the peer-reviewed articles in this discussion.)

• Grading will be based on the following criteria
  
  • Application of Course Content: 75 points
  • Thoroughness: 75 points
  • Diversity: 25 points
  • Insight: 25 points
  • Total points: 200

Points will be deducted for APA errors.

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BIBLIOGRAPHY


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**Syllabus Addendum**

**Consumer Information**

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at [http://www.lcsc.edu/student-consumer-information/](http://www.lcsc.edu/student-consumer-information/)
Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook (http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).
**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

**Disclosures**
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

**Updated January 2014**