SW 321: Human Behavior in the Social Environment I
Monday and Wednesday, 10:30-11:45
Fall 2015

Lewis-Clark State College
Social Work Program
Revised: 8/2015

Instructor: Eleanor Pepi Downey, MSW, PhD
Office Phone: 208-792-2266
Email: epdowney@lcsc.edu
Office: Spalding 277

Office Hours: Monday 3:00-4:00; Tuesday 9:00-10:30; Thursday 9:00-10:30; others by appointment. Or just drop by my office.

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 lifelong learning process. Finally, our program is dedicated to the inclusion of non-traditional age, 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. (Rev. 10/13, Reviewed 5/15)

Note: Last day to add class/es or to drop on line, August 28; last day to drop class without “W” grade on transcript is September 4. Last day to withdraw from class/es or college for the semester is November 5.
COURSE DESCRIPTION

This course builds upon the biological, behavioral, and social sciences of the Liberal Arts core. It adds a social systems perspective to explore the determinants of human behavior in infancy, childhood, adolescence, and adulthood. Class, ethnicity, race, and gender are emphasized, while family, group, organization, community, and society provide the person/environment transactional context. This course introduces the major psychological, sociological, and social work theories which underpin social work practice. Pre-requisite: Psychology 101 or permission of the instructor.

INTRODUCTION AND OVERVIEW

This course is the first of two human behavior courses which deal with research, theories, and concepts of 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 beginning of the life span. The information is an aid to students in understanding the person in the environment, integrative perspectives in assessing the biopsychosocial, 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 systematically. This class should lead to a basis for assessment of clients within the ecological perspective and an information base of developmentally appropriate behavior.

EPAS Competencies and Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2008 Educational and Policy Accreditation Standard (EPAS) establishes 10 Core Competencies and 41 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.
Education Policy 2.1 – Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

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 and measured. Below are ten Core Competencies and 19 Practice Behaviors that are linked to course content and assignments. Core competencies and practice behaviors are also the learning objectives for this course.

<table>
<thead>
<tr>
<th>2.1.1 Identify as a professional social worker and conduct oneself accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Attend to professional roles and boundaries</td>
</tr>
<tr>
<td>e. Engage in career long learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.2 Apply social work ethical principles to guide professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Recognize and manage personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td>c. Tolerate ambiguity in resolving ethical conflicts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.3 Apply critical thinking to inform and communicate professional judgments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
</tr>
<tr>
<td>b. Analyze models of assessment, prevention, intervention &amp; evaluation</td>
</tr>
<tr>
<td>c. Demonstrate effective oral &amp; written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.4 Engage diversity and difference in practice</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.5 Advance human rights and social and economic justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understand the forms and mechanisms of oppression and discrimination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.6 Engage in research-informed practice and practice-informed research</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Use research evidence to inform practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.7 Apply knowledge of human behavior and the social environment</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze, formulate, and advocate for policies that advance social well-being</td>
</tr>
</tbody>
</table>
2.1.9 Respond to contexts that shape practice

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, emerging societal trends to provide relevant services</td>
</tr>
</tbody>
</table>

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Substantively and affectively prepare for action with individuals, families, groups, organizations and communities</td>
</tr>
<tr>
<td>d.</td>
<td>Collect, organize, and interpret client data</td>
</tr>
<tr>
<td>e.</td>
<td>Assess client strengths and limitations</td>
</tr>
<tr>
<td>g.</td>
<td>Select appropriate intervention strategies</td>
</tr>
</tbody>
</table>

TEXTS AND REQUIRED READING

Required text:


Additional readings will be distributed in class or placed on Blackboard.

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 coming to the next class not 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 messages, 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 as soon as possible.

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 examples of assignments. A copy of the syllabus is on the web page and all grades will be posted on the web page.

CLASS SCHEDULE*

Clarification: The class schedule below indicates pages assigned for each class. Students are responsible for the readings assigned. Experiential learning activities and class discussions will be based on the assigned reading. At the end of each chapter is an overview, summary, and key terms. This material will form the study guide for quizzes.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>WEDNESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>8/26</td>
</tr>
<tr>
<td><strong>Topic:</strong></td>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td>Introduction of Course</td>
<td>HBSE &amp; social work</td>
</tr>
<tr>
<td>Course Expectations</td>
<td>Multidimensional perspectives</td>
</tr>
<tr>
<td>Review of the Syllabus</td>
<td>Epistemology &amp; social construction</td>
</tr>
<tr>
<td><strong>Read:</strong> Syllabus</td>
<td><strong>Read:</strong> Chap. 1, pp. 1-9 and power points on knowledge and paradigms</td>
</tr>
<tr>
<td>(See material on Blackboard Under Chapter 1 heading)</td>
<td><strong>EPAS:</strong> 2.1.1c, 2.1.2a, 2.1.7a</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>8/31</td>
<td>Culture, values, &amp; ethnocentrism</td>
</tr>
<tr>
<td>9/2</td>
<td>Multidimensional framework</td>
</tr>
<tr>
<td>9/7</td>
<td>LABOR DAY – NO SCHOOL</td>
</tr>
<tr>
<td>9/14</td>
<td>Brain &amp; nervous system &amp; biophysical strengths &amp; practice implications</td>
</tr>
<tr>
<td>9/16</td>
<td>Nature of theory, psychological theories &amp; theory analysis</td>
</tr>
<tr>
<td>9/21</td>
<td>Quiz on Chapters 1 &amp; 2 including additional power points and material presented in class</td>
</tr>
<tr>
<td>9/23</td>
<td>Psychodynamic Theory</td>
</tr>
<tr>
<td>9/28</td>
<td>Erikson</td>
</tr>
<tr>
<td>9/30</td>
<td>Vygotsky</td>
</tr>
<tr>
<td>10/5</td>
<td>Bandura</td>
</tr>
<tr>
<td>10/7</td>
<td>Piaget</td>
</tr>
<tr>
<td>10/12</td>
<td>Information processing</td>
</tr>
<tr>
<td>10/14</td>
<td>Attitudes &amp; emotions</td>
</tr>
<tr>
<td>10/19</td>
<td>Social cognitions &amp; regulation</td>
</tr>
<tr>
<td>10/21</td>
<td>Social theory</td>
</tr>
<tr>
<td>10/26</td>
<td>Groups, families &amp; organizations</td>
</tr>
<tr>
<td>10/28</td>
<td>Multicultural, Gender &amp; Spiritual Considerations</td>
</tr>
</tbody>
</table>
11/2
Topic: Biological dimensions of pregnancy
Read: Chap. 5, pp. 199-219
EPAS: 2.1.2 a&c, 2.1.5a, 2.1.7 a. & b, 2.1.9a,2.1.10e,g

11/4
Topic: Psychological dimensions of pregnancy
Read: Chap. 5, pp. 223-229
EPAS: 2.1.2a & c, 2.1.5a, 2.1.9a,2.1.10e,g

11/9
Topic: Social dimensions of pregnancy
Read: Chap. 5, pp. 230-242
EPAS: 2.1.2 a & c, 2.1.5a, 2.1.9a,2.1.10e,g

11/11
Topic: Biological dimensions of infancy
Read: Chap. 6, pp. 243-254
EPAS: 2.1.2c,2.1.4a,2.1.5a,2.1.6b,2.1.7a, 2.1.10d

11/16
Topic: Psychological dimensions of infancy
Read: Chap. 6, pp. 254-264
EPAS: 2.1.2c,2.1.4a,2.1.5a,2.1.6b,2.1.7a, 2.1.10d

11/23 THANKSGIVING BREAK

11/25 THANKSGIVING BREAK

11/30
Topic: Attachment theory
Read: Chap. 6, pp. 265-278
EPAS: 2.1.2c,2.1.4a,2.1.5a,2.1.6b,2.1.7a, 2.1.10d

12/2
Topic: Social dimensions of infancy
Read: Chap. 6, 278-286
EPAS: 2.1.2c,2.1.4a,2.1.5a,2.1.6b,2.1.7a, 2.1.10d

12/7
Topic: Multicultural dimensions of infancy
Read: Chap. 6, pp. 286-301
EPAS: 2.1.2c,2.1.4a,2.1.5a,2.1.6b,2.1.7a, 2.1.10d

12/9
Topic: Infancy and Trauma

12/14 10:30 Final Exam

*Note: Schedule subject to change with written notification by instructor and posted on Blackboard.

CLASS ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Course Objectives</th>
<th>EPAS Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>100</td>
<td>1,2,3</td>
<td>EPAS 2.1.7a, 2.1.7b</td>
</tr>
<tr>
<td>Peer Learning Presentations</td>
<td>100</td>
<td>1,2,3,4,5,6</td>
<td>EPAS 2.1.2a, 2.1.3a,2.1.4a &amp; c, 2.1.7a &amp; b</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>1,2,3,4,5,6,7</td>
<td>EPAS 2.1.2a, 2.1.3a, 2.1.4a &amp; c, 2.1.7a &amp; b, 2.1.8a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Theory Project</td>
<td>250</td>
<td>1,2,3,4,5,6,7</td>
<td>EPAS 2.1.2a, 2.1.3a, 2.1.4a &amp; c, 2.1.7a &amp; b, 2.1.8a</td>
</tr>
<tr>
<td>Infancy Paper</td>
<td>150</td>
<td>1,2,3,4,5</td>
<td>EPAS 2.1.2a &amp;b, 2.1.3a, 2.1.4a &amp; c, 2.1.7b</td>
</tr>
<tr>
<td>Participation Points</td>
<td>200</td>
<td>1,2,3,4,5,6,7</td>
<td>EPAS 2.1.2a, 2.1.3a, 2.1.4a &amp; c, 2.1.7a &amp; b, 2.1.8 a</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale**

- A: 1000-950 points
- A-: 949-910 points
- B+: 909-880 points
- B: 879-850 points
- B-: 849-820 points
- C+: 819-790 points
- C: 789-760 points
- C-: 759-730 points
- D: 729-601 points
- F: 600 points and below

**Deadline for Submission of Class Assignments**

1. Assignments must be submitted to the instructor by date and time indicated. **Assignments will not be accepted prior to the stated due date.** 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. 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. The grade on any late assignment will automatically be reduced by 10% per day.

3. In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup work is due within 7 days of the test, or the student will receive a failing grade for the test. A student may not miss the final exam, as there will be no makeup work.

4. Only work submitted before the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that semester.

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

**Re-writing Assignments:**

1. Students may re-write any assignment until they receive the grade they would like to achieve. (This policy does not apply to the quizzes or the final examination.)
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 9:00 a.m. December 17.

Policy Regarding GPA

Social work majors must achieve a minimum of a B- (B minus) 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 2.5 and a 2.7 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 be 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. Students with no more than two (2) absences will have 50 points added to their grade.

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**

---

**CLASS PARTICIPATION**

200 points

Class participation points are based on class attendance, engagement in classroom discussions, and learning activities. Students are expected to come to class having read the assigned material and be able to articulate the answers to questions posed by the instructor. **Points will be deducted from the student’s final grade for the use of cell phones and inappropriate use of computers during class.**

---

**PEER LEARNING PRESENTATION**

*Presentation Date: As Assigned*

100 points

Students will be randomly placed in groups and 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 Pregnancy, consider a presentation on the effects of poverty on infant development, teen fathers, or surrogacy. If the topic is communication, consider a presentation on American Sign Language or nonverbal communications in another culture. The purpose is to add to the students’ and instructor’s knowledge on the topic.

The presentation material should **supplement** information from the textbook and lectures and not repeat information. Presentations should be 15-20 minutes in length; groups will be required to end at exactly 20 minutes. In addition to the presentation, create a one or two page handout out 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! (Rationale for the assignment: Social workers are often called upon to do trainings in and out of their agency settings.)

Each group must submit its specific topic on September 9. These may be handwritten.

**Grading:** (Each person in the group will receive the same number of points.)
- Accuracy of information: 40 points
- Thoroughness: 30 points
- Creativity: 30 points
- Total: 100 points

---

**THEORY PAPER**

**250 points**

**DUE: Friday October 28 by Noon**

Select a fictional character from literature, film, or television and apply one of the following theories to assist in the understanding of the character’s behavior:

- Freud – Psychodynamic Theory
- Bandura – Social Learning Theory
- Vygotsky – Cognitive Developmental Theory
- Kohlberg – Theory of Moral Development

In addition to material in the textbook, power points, and class handouts, the assignment requires five (5) peer-reviewed articles on the chosen theory from the academic literature. The paper should be 7-8 pages in length (this does not include title page, abstract, or references). All material must be in the student’s own words, therefore, there should be no direct quotations in the paper. The paper is to be written in proper APA format using correct citations and references. The paper should address all of the following points:

- Briefly summarize your chosen character. (1-2 paragraphs)
• Explain and apply a minimum of five major concepts of the theory to the character’s behavior. Support your application with behavioral descriptions of character. (2-3 pages)
• How does the theory increase your understanding of the character? (2 pages)
• Evaluate the theory using the five questions presented in class and contained in the power points on evaluating theory. (2-3 pages)
• What parts of human behavior does the theory fail to address? (2-3 paragraphs)

Grading

• Quality of research 25 points
• Application of theory 75 points
• Thoroughness 75 points
• Integration of peer-reviewed literature 25 points
• Insight and understanding of theory 50 points

Points will be deducted for spelling and grammatical errors and incorrect APA formatting.

Points will be deducted for late papers and the student may not re-write the assignment.

A copy of this assignment has been sent to the LCSC Reference Librarian.

INFANCY PAPER
150 points
DUE: Friday December 11

Students will be given a case study and apply course content as a case analysis.

FINAL EXAM
200 points

The final exam will cover Chapters 1-6 and will be a multiple choice and short answer exam. A study guide will be distributed at least one week prior to the final exam.

SELECTED BIBLIOGRAPHY


---

**LEWIS-CLARK STATE COLLEGE**

**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/consumer-information/](http://www.lcsc.edu/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://webdev.lcsc.edu/catalog](http://webdev.lcsc.edu/catalog)) and the LCSC Student Handbook ([http://www.lcsc.edu/media/2157659/Student-Handbook.pdf](http://www.lcsc.edu/media/2157659/Student-Handbook.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 may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty,
faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. 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/](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.

**Student Feedback**

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Approved by VP for Student Affairs & Provost 5/12/2015