SW 321-7501 – Human Behavior in the Social Environment I
Fall 2015
Tuesdays 1:00pm – 3:45pm
Molstead Library Room 264

Instructor: Sheri Weistaner, LCSW
Office Phone: 208-292-1378
Email: ssweistaner@lcsc.edu
Office Hours: Tuesdays: 10:00am-12:30pm****
Thursdays: 10:00am-12:30pm**** or by appointment.

****Due to obligations in the field, it would be prudent to contact instructor through email prior to coming in for meeting to ensure availability.

****Please use email as primary communication mode due to obligations in the field.

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 August 28, 2015; last day to drop class without “W” grade on transcript is September 4, 2015. Last day to withdraw from class/es or college for the semester is November 5, 2015.

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.

I. INTRODUCTION AND OVERVIEW

This course is the first 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.

II. 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 systemically. This class should lead to a basis for assessment of clients within the ecological perspective and an information base of developmentally appropriate behavior.

III. 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>
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<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>
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</tbody>
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<table>
<thead>
<tr>
<th>2.1.3 Apply critical thinking to inform and communicate professional judgments.</th>
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</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>

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<thead>
<tr>
<th>2.1.5 Advance human rights and social and economic justice</th>
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<tbody>
<tr>
<td>a. Understand the forms and mechanisms of oppression and discrimination</td>
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<thead>
<tr>
<th>2.1.6 Engage in research-informed practice and practice-informed research</th>
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</thead>
<tbody>
<tr>
<td>b. Use research evidence to inform practice</td>
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<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>
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</table>

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<tr>
<th>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</th>
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</thead>
<tbody>
<tr>
<td>a. Analyze, formulate, and advocate for policies that advance social well-being</td>
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<tr>
<th>2.1.9 Respond to contexts that shape practice</th>
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| a. Continuously discover, appraise, and attend to changing locales, populations,
scientific and technological developments, emerging societal trends to provide relevant services

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<tr>
<th>2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities</td>
</tr>
<tr>
<td>d. Collect, organize, and interpret client data</td>
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<tr>
<td>e. Assess client strengths and limitations</td>
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<tr>
<td>g. Select appropriate intervention strategies</td>
</tr>
</tbody>
</table>

V. TEXTS AND REQUIRED READING

Required text:


*Additional Readings will be posted on Blackboard.*

VI. 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 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 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.

**VII. Class Schedule***

Clarification: The class schedule below indicates pages assigned for each class. Students are responsible for the readings assigned BEFORE class begins on the date listed. 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>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Text Reading Due</th>
<th>Assignments Due &amp; Exams</th>
</tr>
</thead>
</table>
| 1    | Aug 25| • Introduction of Course  
      • Course Expectations  
      • Review of the Syllabus                                  | Syllabus          |                         |
| 2    | Sept 1| **Topic:**  
      • HBSE & social work  
      • One dimensional vs. multidimensional perspectives  
      • Epistemology & social construction  
      • Culture, values, & ethnocentrism  
      **EPAS:** 2.1.1c, 2.1.2a, 2.1.7a, 2.1.4a, 2.1.7a, b, 2.1.10d | Chap. 1, pp. 1-19 |                         |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Read/Exam</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Sept  8</td>
<td><strong>Topic:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Multidimensional framework</td>
<td>Chap. 1,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Biological Growth and Development</td>
<td>pp.19-48</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>EPAS:</strong> 2.1.4a, 2.1.7a, 2.1.10d, 2.1.7b, 2.1.12a</td>
<td>Chap. 2,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>pp. 53-72</td>
<td></td>
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<tr>
<td>4</td>
<td>Sept 15</td>
<td><strong>Topic:</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Brain &amp; nervous system</td>
<td>Read:</td>
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<td></td>
<td></td>
<td>- Biophysical strengths &amp; practice implications</td>
<td>Chap. 2,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>pp. 74-94</td>
<td></td>
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<td></td>
<td></td>
<td><strong>EPAS:</strong> 2.1.10d, 2.1.3b, 2.1.6a, 2.1.6b, 2.1.7b</td>
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<tr>
<td>5</td>
<td>Sept 22</td>
<td><strong>There will be NO IN CLASS this day. This week will be focused on Group Meetings and Exam 1.</strong></td>
<td>Chap. 3,</td>
<td>Exam 1 Open on Chapter 1 &amp; 2 and Blackboard Readings</td>
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<tr>
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<td></td>
<td>96-101</td>
<td>Peer Learning Topic Due</td>
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<tr>
<td>6</td>
<td>Sept 29</td>
<td><strong>Topic:</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Nature of theory, psychological theories &amp; theory analysis</td>
<td>Chap. 3,</td>
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<td></td>
<td></td>
<td>- Psychodynamic Theory</td>
<td>pp. 96-101</td>
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<tr>
<td></td>
<td></td>
<td>- Erikson</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>EPAS:</strong> 2.1.1e, 2.1.3c, 2.1.7b, 2.1.9a, 2.1.10e, 2.1.12e</td>
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<td>7</td>
<td>Oct  6</td>
<td><strong>Topic:</strong></td>
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<td></td>
<td></td>
<td>- Bandura</td>
<td>Chap. 3,</td>
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<td></td>
<td></td>
<td>- Piaget</td>
<td>pp. 101-104</td>
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<td></td>
<td></td>
<td>- Vygotsky</td>
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<td><strong>EPAS:</strong> 2.1.1e, 2.1.3c, 2.1.7b, 2.1.9a, 2.1.10e, 2.1.12e</td>
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<td>8</td>
<td>Oct 13</td>
<td><strong>Topic:</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Moral behavior</td>
<td>Chap. 3,</td>
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<td></td>
<td></td>
<td>- Attitudes &amp; emotions</td>
<td>pp. 104-128</td>
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<td><strong>EPAS:</strong> 2.1.1e, 2.1.3c, 2.1.7b, 2.1.9a, 2.1.10e, 2.1.12e</td>
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<tr>
<td>9</td>
<td>Oct 20</td>
<td><strong>Topic:</strong></td>
<td></td>
<td>Peer Learning – Group 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Social cognitions &amp; regulation</td>
<td>Chapter 3,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Social theory</td>
<td>pp. 128-140</td>
<td></td>
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<td></td>
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<td><strong>EPAS:</strong> 2.1.1e, 2.1.3b, 2.1.4c, 2.1.5, 2.1.6b, 2.1.7b, 2.1.9, 2.1.10b</td>
<td>Chap. 4,</td>
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<td></td>
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<td></td>
<td>pp. 143-149</td>
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<tr>
<td>10</td>
<td>Oct 27</td>
<td><strong>Topic:</strong></td>
<td></td>
<td>Peer Learning – Group 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Groups, families &amp; organizations</td>
<td>Chap. 4,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Multicultural, Gender &amp; Spiritual Considerations</td>
<td>p.149-192</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>EPAS:</td>
<td>Chapters</td>
<td>Assignments</td>
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</tbody>
</table>
| Nov 3 | Topic:  
• Multicultural, Gender & Spiritual Considerations  
• Biological dimensions of pregnancy  
EPAS: 2.1.1, 2.1.2, 2.1.3b, 2.1.4c, 2.1.5a, 2.1.6b, 2.1.7b, 2.1.9, 2.1.10e,b,g | Chap. 4, p.177-192 | Theory Paper Due |
|       | Chap. 5, pp.199-219 | Peer Learning – Group 3 |
| Nov 10| Topic:  
• Psychological dimensions of pregnancy  
• Social dimensions of pregnancy  
EPAS: 2.1.2, 2.1.5a, 2.1.9a, 2.1.10e,g | Chap. 5, pp. 223-236 | Peer Learning – Group 4 |
| Nov 17| Topic:  
• Pregnancy and culture  
• Biological dimensions of infancy  
EPAS: 2.1.2, 2.1.4a, 2.1.5a, 2.1.6b, 2.1.7a, 2.1.5a, 2.1.9a, 2.1.10e,g | Chap. 6, pp 234-254 | Exam 2 Open on Chapter 3 & 4 and Blackboard Readings |
| Nov 24| Thanksgiving Break | Peer Learning – Group 5 |
| Dec 1 | Topic:  
• Psychological dimensions of infancy  
• Attachment Theory  
EPAS: 2.1.2c, 2.1.4a, 2.1.5a, 2.1.6b, 2.1.7a, 2.1.10d | Chap. 6, pp 254-278 | Peer Learning – Group 6 |
| Dec 8 | Topic:  
• Social dimensions of infancy  
• Multicultural dimensions of infancy  
EPAS: 2.1.2c, 2.1.4a, 2.1.5a, 2.1.6b, 2.1.7a, 2.1.10d | Chap. 6, pp 278-301 | Final Exam |

*Note: Schedule subject to change with written notification by instructor.*
**VIII. 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>Quiz 2</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>150</td>
<td>1,2,3,4,5,6,7</td>
<td>EPAS 2.1.2A, 2.1.3A, 2.1.4A &amp; C, 2.1.7 A &amp; B, 2.1.8 A</td>
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<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>Peer Learning</td>
<td>200</td>
<td>1,2,3,4,5</td>
<td>EPAS 2.1.2A &amp; B, 2.1.3A, 2.1.4 A, &amp; C, 2.1.7B</td>
</tr>
<tr>
<td>Class Attendance and Participation</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>
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<tr>
<td><strong>Total</strong></td>
<td>1000</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<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>
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</table>

**Assignment Due Dates**

Assignment Due Dates:

1. *Written Assignments must be completed by the date noted on the assignment outline unless otherwise arranged.* Faxing class assignments is NOT permitted.

2. *Assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Assignments are due by 11:59 p.m. Pacific Standard Time via Blackboard on the date due.* Late assignments will not be accepted. 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 the assignment will automatically be reduced by half a grade per day that assignment is late.

3. 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.
4. Extra-Credit: If offered, this credit, if earned, will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

No assignment will be accepted if late by 7 or more days. All papers and tests should be kept until the end of the semester and the final grade has been assigned. Assignment rubrics can be found on blackboard under “resources.”

You can expect me to be prepared and ready to teach class. It is your responsibility to discuss any concerns regarding the course, assignments, or grades with me at the initial time the concern is experienced. If circumstances arise which affect your ability to complete assignments or attend to class activities, it is expected that you will contact me as soon as possible to discuss the situation.

READING
Required Reading: Students are expected to complete all reading prior to posting discussion material. The discussions will build upon the assigned reading material. At points in the semester, materials will be placed on Blackboard. It is the responsibility of the student to ask questions when the reading assignments are not clear or if questions arise about the readings.

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 virtual classroom, students and instructors 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.

Policy Regarding GPA
Students may apply for admission to the Social Work program when:

1. Students have completed 30 credits of the General Ed core including Math 123 and English 101.
2. Students have completed SW140/240 (Intro to Social Work) and SW241 (Generalist Practice) with a B- or better in each course.

3. Students have achieved a minimum overall cumulative college GPA of 2.5.

4. Students must maintain a cumulative Social Work GPA of 2.7 (It is expected that students earn a B- or better in the Social Work practice courses: SW341 (Micro), SW342 (Mezzo), and SW443 (Macro) to apply to and remain in the program.)

**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 participate in all scheduled weeks. Those students unable to participate 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 instructor, all incidents will be reported to the Office of Student Affairs.*
Professional Writing Standards

All printed work submitted to this instructor 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.

IX. Participation and Assignments

ASSIGNMENT 1
Class Participation
13.33 Points Possible Per Class
Total Points: 200

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 included in the Class Schedule. (What is important?) Points will be deducted for the use of cell phones and inappropriate use of computers during class, late arrival and leaving early.

ASSIGNMENT 2
EXAMS AND FINAL
Exams – 100 points
Final – 150 points
Total Points: 250 points

There will be two exams and one final in this class which will incorporate all lectures, assignments, discussion, exercises, and readings. The exams will include multiple choice, true/false, and short answer essay questions. Exams can be found on blackboard on the date specified in the course outline. Exams will be posted in Modules 5 & 13. The final exam will be posted in Module 16. You must complete these by the close of the Module – Sunday night at 11:59 p.m. Pacific Standard Time. More information regarding exams will be posted in the module prior to the exam (Module 4, 12 and 15) including
study guides and instructions for the exams. Exam 1 will cover Chapters 1 & 2. Exam 2 will cover Chapters 3 & 4 and the final will cover Chapters 5 & 6 with some comprehensive coverage.

ASSIGNMENT 3
Theory Project
DUE: November 3, 2015 at 11:59pm
Total Points: 250

You will be given a few case studies later in Module 4. You will choose one of the case studies to work through the following paper:

With this case study, you will apply two of the following theories to assist in the understanding of the character’s behavior:

- Freud – Psychodynamic Theory
- Bandura – Social Learning Theory
- Piaget – Cognitive Theory
- Kohlberg – Theory of Moral Development
- Ainsworth – Attachment Theory

In addition to material in the text and class handouts, the assignment requires five (5) peer-reviewed articles from the academic literature on the chosen theories. The paper should address the following points:

- Apply four major concepts of each theory to the character’s behavior.
- How do these concepts increase the understanding of the character?
- What are the similarities and differences between the two theories with regard to understanding the character’s behavior?
- What components of human behavior does the theory fail to address?
- Which theory does a more effective job of explaining the character’s behavior?

ASSIGNMENT 4
Peer Learning
DUE: Various
Total Points: 200

Students have been randomly placed in groups via Blackboard and assigned a specific chapter and class session. As a group, you will 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 the brain, consider a presentation on a specific issue involving the brain. If the topic is pregnancy, consider looking at The purpose is to add to the content in the book.
The presentation should supplement information from the textbook and lectures and not repeat existing material. Presentations should include a PowerPoint as well as interactive material for the class. In addition to the presentation, create a one or two page handout out on your topic. The totality of the learning for students should be 15-20 minutes with 20 minutes being the maximum time limit.

You have the liberty of teaching the topic in any manner you view as applicable. BE CREATIVE, dynamic, and think outside the box! (Social workers are often called upon to do trainings in and out of their agency settings.)

There is a Group tab to the left of the Blackboard page. Click on the tab. You will see another tab named “Peer Learning Groups.” Click on this tab. You will find your group number listed. Click on this and you will have access to the group tools. Each Group will be listed and communication can occur through various tools Blackboard has to offer. Consider using the Wiki offered. I have added directions regarding using these in Module 1.

Each group must submit their specific topic to me via email by the end of Week 4.

Grading:
- Accuracy of information: 80 points
- Thoroughness: 60 points
- Creativity: 60 points
- Total: 200 points

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**Peer Groups**

**Peer Group 1 – Week 9**
Conrad B  
Denise R  
Christopher T  
Judy V

**Peer Group 2 – Week 10**
Lindsey B  
Leslie L  
Jacob M  
Kelly R
Peer Group 3 – Week 11
Kevin C
Misty D
Brandi R
Tamara T

Peer Group 4 – Week 12
Zina M
Kathleen P
Marina W

Peer Group 5 – Week 13
Carolyn F
James P
Hailey W

Peer Group 6 – Week 14
Ryan E
Jesse P
Cheryl T

IX. Selected Bibliography


New York: Oxford University Press


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/studentconsumerinformation/.

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 (available at http://www.lcsc.edu/studentservices/contactus.htm) 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 Dean of Student Services 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 Dean of Student Services’ web page (http://www.lcsc.edu/studentservices/).

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. http://www.lcsc.edu/culturaldiversity/