



SWK 511 Human Behavior and the Social Environment I

COURSE SYLLABUS:

INSTRUCTOR INFORMATION

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Preferred Form of Communication: By Email
Communication Response Time: Within 48 business hours

COURSE INFORMATION

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTAL READINGS

Textbook(s) Required:

Zastrow, C.H., Kirst-Ashman, K.K. & Hessenauer, S.L (2018). *Understanding human behavior and the social environment*. 11th ed. Boston, MA: Cengage.

Publication manual of the American Psychological Association (2020). 7th ed. Washington DC: American Psychological Association.

Optional Texts and/or Materials

All MSW students must purchase the following study materials to prepare for the Graduate Comprehensive Exam they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services. [www.https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)

COURSE DESCRIPTION

This foundation course in Human Behavior in the Social Environment is designed to provide foundation students with an understanding of the bio-physical, psychological, and behavioral aspects of human development from before birth through adolescence. Content in this first course covers interactions between individuals, families, and their relationship to the social environment. Systems theory is the underlying context used to underpin all other major theories of individual and family development. Life stages will be considered in diverse frames of reference, e.g., different cultures/ethnicity/races, gender

and sexual orientation, poverty, and physical or mental disabilities. In addition to theory, practical skills in parenting, communications, self-esteem, and relationship building will be explored to engage and assess individuals and families.

STUDENT LEARNING OUTCOMES

The Council on Social Work Education (CSWE) requires a competency-based approach to identifying and assessing what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values, and/or cognitive and affective processes that comprise the expected outcomes for this course.

Competency 2: Students will engage in diversity and difference in practice.		
Behaviors/Skills	Activity/Assessment	Dimension
<p>2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels</p> <p>2c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p><u>Assignment #1: Values and Ethics Paper</u> Students become astute on how to engage clients and be constituents as experts of their own experiences and further understanding how their own values influence practice. Student further are able to apply self-awareness and self-regulation to manage the influence of those personal biases and values in working with diverse clients and constituencies as indicated by a true understanding as to how their own values were influenced.</p> <p>Weeks 1 & 2: <u>Chapter 1 Lecture and Content</u>: Allows students an understanding of the <i>Theoretical Perspectives on Human Behavior and the Social Environment</i>.</p> <p>Weeks 3 & 4 <u>Chapter 2 and 3 Lecture & Content</u>: Allows students and understanding of <i>Psychological and Social Development in Infancy and Childhood</i></p>	<p>Knowledge, Skills, Values, Cognitive and Affective Skills,</p>

	<p>Weeks 11, 12, 13, & 14 <u>Chapters 7 & 8 Lecture & Content:</u> Allows students an understanding of the <i>Psychological and Social Development in Adolescence and Young Adulthood</i></p>	
<p>Competency 3: Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.</p>		
<p>3a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p> <p>3b. Engage in practices that advance social, economic, and environmental justice</p>	<p>Assignment #2: <u>Erikson Paper:</u> Allows students to apply and communicate an understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels. By engaging in this assignment, students will learn about intersectionality and present themselves as learners.</p> <p>Weeks 1 & 2: <u>Chapter 1 Lecture and Content:</u> Allows students an understanding of the <i>Theoretical Perspectives on Human Behavior and the Social Environment.</i></p> <p>Weeks 7 & 8: Chapter 5 Lecture and Content: Allows students to have an understanding of the concepts of <i>Ethnocentrism and Racism</i> and how these <i>isms</i> impact populations and practice.</p>	<p>Knowledge, Skills, Values, Cognitive and Affective Skills</p>

COURSE REQUIREMENTS

MINIMAL TECHNICAL SKILLS NEEDED

In this class, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions,

accessing resources, and completing quizzes/tests. Additionally, you have knowledge and skills in using Microsoft Word, PowerPoint, and Outlook Email; if you have any issues using the various systems or software, you must contact support services and notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments. Some of these will include experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and contacting the instructor if problems or challenges interfere with optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the instructor and peers, and being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and the NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings before engaging with the instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can contribute and receive knowledge and skills.
5. Participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities. This is vital for learning and success in this course and the program.
6. Work ahead when possible, completing assignments before the due date so you are prepared to submit them on the due date.
7. Sign into the D2L course multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product,” as earning this degree requires time, effort, and work, as well as growth in knowledge, skills, abilities, and personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments	Value
Assignment #1: Social Work Values & Ethics	100
Assignment #2: Erikson's Paper	100
Quizzes: Chapters 1-8 (8 @ 20 pts. each)	160
TOTAL	360 pts

ASSESSMENTS

- Please submit all assignments through D2L
- All assignments must be submitted as a Word document. **Please do not** submit a PDF.
- Please ensure that you check both the similarity report and the AI percentage once you submit the assignment. You can view this by going to the assignments, clicking on "submission history" in the upper left-hand corner, and selecting the specific assignment. You will see a percent next to your assignment. Please click on this percent where you can view similarity, specifically where portions of the assignment came from, and you will also be able to click on the "AI" report. Remember, I will only grade the portion of your assignment that is not identified as "AI." For similarity reports, a good rule of thumb is 25% or less.

Assignment #1:

SOCIAL WORK VALUES & ETHICS ASSIGNMENT (100)

See Appendix A for Rubric

The purpose of this assignment is to encourage students to critically reflect on their value systems and how they will impact their social work practice.

This assignment has two parts; both must be completed to receive full credit.

Part 1 requires you to critically reflect on your views for each question below. I am not looking for a 'textbook' answer. I am looking for **your** answers, views, values, and perspectives. This assignment is part self-reflection and requires you to analyze how you see the world and how you will provide services based on those views. We all have biases; however, acknowledgment is the first step to ensure these biases are not used in practice.

Part 2 requires you to watch the movie *My Sister's Keeper*. The movie allows you to observe the ethical values, morals, and principles of Social Work as they relate to working with children. The movie can be

found on the following platforms: Amazon Prime, Sling, Hulu, YouTube, Apple TV, Tubi, Google Play Movies, and FandangoNow.

You do NOT have to write this in a paper format; instead, you can number or use bullets for each question. You may also respond using the question in your response, OR you can leave the question there and answer it in complete sentences. Please be aware that a simple sentence or two will not be sufficient in your answers and you will experience a reduction per question that does not demonstrate the use of critical thinking skills.

Part 1:

- Why did you decide to become a social worker?
- Do you believe people really change? Why or why not? Where does this belief come from? In other words, how did you come to believe this? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answers to these questions?
- What is the development and origin of “problems”? (How do people come to experience specific problems like domestic violence, poverty, sexism, depression, etc.)? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answers to these questions?
- Why do or don’t people seek help?
- What causes people to change? What helps or forces people to change?
- How do you handle conflicts/disagreements in your personal life? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answer to this question?
- What is your primary communication style (open and direct, beat around the bush)? How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answer to this question?
- Do you have a population of clients you would prefer to work with (children, adolescents, individuals, families, groups, justice-involved, adults, complex trauma, hospice, etc.)? Why or why not?
- Is there a population (such as the ones listed above) that you do not want to work with? Why or why not? **If you answer “I like everyone, there isn’t any population/issue that I will struggle with helping”, you will receive a ZERO on this assignment.**
- What are examples of implicit and explicit bias in social work?
- Throughout this assignment, have you identified your implicit and explicit biases?
- How will you work toward making any identified changes? **Please outline concrete steps you can take if faced with a client with these characteristics. Note: “I would try harder”, “I will not let it affect me,” and “I would ignore it” are not correct answers. Please cite the source for addressing the biases both in-text and on the reference page.**
- What do you think will be your strengths as a social worker? What areas do you need to improve or work on as a budding social worker?

Part 2:

Part 2 requires the student to use critical thinking skills to cite the SWK Code of Ethics, Values, and Principles.

After watching the movie *My Sister’s Keeper*, picture yourself as Anna’s social worker. After reviewing the NASW Code of Ethics, please **1)** Identify which Social Work Values and Guiding Principles would be

challenging to navigate in this scenario. **2) Would your personal views as a parent or sibling influence how you interact or provide treatment with this client? 3) There are six values/principles; you must include at least three in your answer. Please cite using APA citations.**

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

The NASW Code of Ethics states, "Ethical decision making is a process. When conflicting obligations arise, social workers may face complex ethical dilemmas with no simple answers. Social workers should consider all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. **1) What ethical dilemmas or difficulties could arise from this specific client and case? Please cite using APA citations.** <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

ERIKSON PAPER (100 pts) See Rubric in Appendix B.

Assignment #2: ERIKSON PAPER:

ADOLESCENT STAGE: IDENTITY VS. ROLE CONFUSION

100 pts.

Please watch the movie *"The Breakfast Club"* and use one of the characters as your client.

The purpose of this assignment is to apply Erikson's Adolescent stage: Identity vs. Role Confusion to the adolescent stage of one of the characters in the movie *The Breakfast Club*. You choose which character you would like to use. Any students attending Saturday school will fit this stage of development for various reasons.

- The paper should be approximately 3-4 pages long, in addition to the cover and reference page.
- There should not be any first-person singular or plural (me, I, we, us, etc.)
- Be sure to **cite the text two times**
- Must include **two other peer-reviewed journal** articles and cite from both within the paper. **Please cite each peer-reviewed journal article ONE time each.**
- Must demonstrate basic APA formatting for cover page, body of paper, in-text citation, and reference page.
- Sources need to be **less than 10 years old.**
- **DO NOT QUOTE**
- **DO NOT USE AI, or you will be awarded a grade based ONLY on the portion that is NOT AI. I will no longer allow students to redo AI assignments. Please see below how students can see the "similarity report" percentage (no more than 25%) (plagiarism) and the AI report (no more than 25%).**
- The following outline is suggested:
 - Introduction
 - Brief Description of Erikson's Developmental Theory, highlighting in particular the adolescent stage of development: Identity vs Role Confusion
 - Application of Theory to the character in the movie, giving specific examples
 - Conclusion
- **Please see the Rubric for this assignment to ensure you meet all expectations.**

Quizzes (160 points)

Students will participate in 8 short quizzes at various times during the semester. The quizzes will have

multiple-choice and true/false responses. Each quiz will cover the assigned chapter for the week in which it is given. The quiz will be due by 11:30 p.m. on Sunday during the assigned week. Students will have extended time to complete each quiz. **There are No Makeup quizzes.**

Due Date Policy

All assignments are due on the date indicated in the course schedule and D2L, unless otherwise communicated by the instructor. **No last assignments will be accepted.** You are always welcome to turn in your assignments early.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

TECHNICAL SUPPORT

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

STUDENT RESPONSIBILITIES FOR COURSE

CWID AND PASSWORD

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

TECHNOLOGY-RELATED ISSUES

Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

TECHNOLOGY REQUIREMENTS AND SUPPORT

MINIMAL TECHNICAL SKILLS NEEDED

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

LEARNING MANAGEMENT SYSTEM (LMS) – D2L

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements:

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

TECHNICAL SUPPORT

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

INTERACTION WITH INSTRUCTOR STATEMENT

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in

myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

INCLUDE THE FOLLOWING IN EMAILS WITH INSTRUCTOR:

- Course name and subject in the subject line
 - Salutation (Good afternoon, Dr. Jackson)
 - Proper email etiquette (no “text” emails – use proper grammar and punctuation)
 - Student name and CWID after the body of the email (possibly add to student signature on email)
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COURSE AND UNIVERSITY PROCEDURES/POLICIES

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

STUDENT CONDUCT

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The [Code of Student Conduct](#) is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

ETAMU ATTENDANCE

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#).

ACADEMIC INTEGRITY

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

USE OF ARTIFICIAL INTELLIGENCE

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

Furthermore, if your work is identified as AI-generated, whether written or paraphrased, I will only grade the portion of the paper that is not identified as AI-generated. For example, if a paper is identified as 75% AI-generated, only 25% of the grade will be awarded.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

STUDENTS WITH DISABILITIES-- ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Services](#)

NONDISCRIMINATION NOTICE

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

EAST TEXAS A&M SUPPORTS STUDENTS' MENTAL HEALTH – COUNSELING SERVICES

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

MENTAL HEALTH AND WELL-BEING

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code or go to https://studentsupport.telushealth.com/us/about#download_app to download the app and explore the resources available to you for guidance and support whenever you need it.



As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: [Musician Health and Safety - East Texas A&M University](#)

DEPARTMENT AND ACCREDITING AGENCY STATEMENT:

School of Social Work and Council on Social Work Education-Specific Policies

Course Engagement

Final Evaluation and Grade depend on Classroom attendance and Participation. Inadequate participation or a lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material. Students must demonstrate mastery of content and active engagement to earn competency within a specific course.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, social work is built upon human interactions and building human relationships, defined as engagement. Engagement is interacting with the instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include but are not limited to participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and the threshold of active engagement of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet to complete the course successfully.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct*, and *National Association of Social Workers (NASW) Code of Ethics*.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or the Department Head. More serious offenses will be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves ethically and professionally. The social worker's compliance with the profession's ethical standards is closely linked with professional recognition. Professional social workers must be competent and ethical in practice if the profession is to maintain public trust. Each social work student must thoroughly understand the ethical principles that guide practice and actively demonstrate behavior in and out of the classroom. Student conduct is to reflect the NASW Code of Ethics tenets (<https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>.

University Code of Conduct is in the *Student Guidebook* at <http://www.ETAMU.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website, under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations for students, refer to the Guidebook.

APPENDIX A
GRADING RUBRIC
VALUES & ETHICS

Points Earned	Points	Description of Activity/Tasks
	25	Comprehensive and thoughtful answers to each question in Part 1 of the assignment. Students employ critical thinking and provide honest responses. Student answers are in-depth, not just short answers, and use critical thinking to delve deeper into their own values and biases, rather than those of social work values.
Feedback:		
	15	Students answer in depth the question regarding populations that may be difficult or a struggle for students to work with. Students can link these feelings about specific populations or groups to their own implicit/explicit bias. Student cites the source
Feedback:		
	25	Students provide concrete, actionable suggestions for addressing their identified bias in accordance with the NASW Code of Ethics. (15 pts.) This part of the assignment will need to provide specifics on what

		the student/social worker will do to acknowledge biases and how to reduce them. You will need to cite the source from which you retrieved the information using in-text citations and on the Reference page using APA. (10 pts.)
Feedback:		
	30	Part 2: Students will answer the questions in depth regarding working with Anna from the movie, as they relate to the application of social work values and guiding principles, as well as social work ethics. Students will need to cite THREE TIMES the value or principle of social work ethics that is used, using APA (10 pts. each).
Feedback:		
	5	Students use appropriate writing skills to meet expectations, incorporating proper grammar, correct spelling, and APA citations.

**APPENDIX B
GRADING RUBRIC
Assignment #2:**

Criteria and Available Points	Points Earned	Comments
Part 1 (30 points) <ul style="list-style-type: none"> • Introduction • Description of Erikson’s Stages of Development. 		
Part 2 (30 points) <ul style="list-style-type: none"> • Citation of the Text TWO times (15 pts. each) as applies to Erikson’s theory of development, specifically with the description of the Adolescence Stage of Development: Identity vs. Role Confusion 		

<p><i>Part 3 (20 points)</i></p> <ul style="list-style-type: none"> • Application of TWO peer-reviewed journal articles (10 pts. each) regarding Erikson’s Stages of Development and specifically the adolescence stage. TWO Peer-reviewed journal Articles (less than 10 years old) as sources of information 		
<p>Followed APA 7th Edition Format & Style and Grammatical Style (20 pts.)</p> <ul style="list-style-type: none"> • Title page • Line spacing • Page numbers • Font • Reference Page • Paraphrased adequately, DO NOT QUOTE • Cited sources of information accurately using APA • Grammatically correct, including punctuation, sentence structure, and flow of the paper. 		

COURSE OUTLINE / CALENDAR

Weeks	Live Zoom Session	Topics & Instructional Materials	Activities, Assignments & Examinations
<p>Week 1</p>	<p>Zoom Meet and Greet</p> <p>Please make every effort to attend. If unable to attend; all meetings will be recorded and placed in the D2L Course shell</p>	<p>Introduction & Overview of Class via Zoom</p> <p>Chapter 1: Understanding Human Behavior and the Social Environment</p>	<ul style="list-style-type: none"> • Attend Live Zoom Session or Review Recording • Read the entire syllabus • Read Chapters 1 • Review PowerPoint & Recorded Lecture
<p>Week 2</p>		<p>Chapter 2: Biological Development in Infancy and Childhood</p>	<ul style="list-style-type: none"> • Read Chapter 2 in the Textbook • Review PowerPoint & Recorded Lecture • Begin to Work on Values and Ethics Paper • Quiz 1: Chapter 1 Due: Sunday, by 11:30 pm

Week 3	Zoom Meet-Up: TBD	Chapter 3: Psychological Development in Infancy and Childhood	<ul style="list-style-type: none"> • Read Chapter 3 • PowerPoint & the Recorded Lecture • Work on Values and Ethics Paper • <u>Quiz 2: Chapter 2 Due: Sun. by 11:30 pm</u>
Week 4		Chapter 4: Social Development in Infancy and Childhood	<ul style="list-style-type: none"> • Read Chapter 4 • Review PowerPoint & Recorded Lecture • Work on Values and Ethics Paper • <u>Quiz 3: Chapter 3 Due: Sunday, by 11:30 pm</u>
Week 5	Zoom Meet-Up: TBD	Chapter 5: Ethnocentrism and Racism	<ul style="list-style-type: none"> • Read Chapter 5 • Review PowerPoint & Recorded Lecture • <u>Values & Ethics Paper Due: Sun. by 11:30 pm</u> • <u>Quiz 4: Chapter 4 Due: Sun. by 11:30 pm</u>
Week 6		Chapter 6: Biological Development in Adolescence	<ul style="list-style-type: none"> • Read Chapter 6 • Review PowerPoint & Recorded Lecture • Begin Work on Erikson Paper • <u>Quiz 5: Chapter 5 Due: Sunday, by 11:30 pm</u>
Week 7	Zoom Meet-Up: TBD	Chapter 7: Psychological Development in Adolescence	<ul style="list-style-type: none"> • Read Chapter 7 • Review PowerPoint & Recorded Lecture • Work on Erikson Paper • <u>Quiz 6: Chapter 6 Due: Sunday, by 11:30 pm</u>
Week 8		Chapter 8: Social Development in Adolescence	<ul style="list-style-type: none"> • Begin to Read Chapter 8 • Review PowerPoint & Recorded Lecture • Work on Erikson Paper • <u>Chapter 7 Quiz Due: Sunday, by 11:30 pm</u>
Week 9	Zoom Meet-Up: TBD		<ul style="list-style-type: none"> • <u>Erikson Paper Due on _____ by 11:30 PM</u> • <u>Quiz 8: Chapter 8: Due: _____ by 11:30 pm</u>
Week 10 LAST DAY			

The syllabus/schedule are subject to change.