



SWK 511 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I

COURSE SYLLABUS: FALL 2026

INSTRUCTOR INFORMATION

Instructor: Rebecca Monroe, MSW, LCSW-S

DSW Candidate, University of Kentucky

Office Location: Virtual

Office Hours: Mondays and Fridays by appointment

Office Phone:

Office Fax:

University Email Address: Rebecca.Monroe@etamu.edu

Preferred Form of Communication: **Email**

Communication Response Time: Within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

- Textbook(s) Required Zastrow, C.H., Kirst-Ashman, K.K., & Hessenauer, S.L. (2019). *Understanding human behavior and the social environment* (11th ed.). Brooks/ Cole-Thomas Learning.
- American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: Student Instructions to Sign Up for Free for Microsoft Office

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.

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 among individuals and families and their relationship to the social environment. Systems theory is the underlying context that underpins all other major theories of individual and family development. Life stages will be considered in various frames of reference. In addition to theory, practical skills in parenting, communication, 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 identify and assess students' practice-based competencies. 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.

Competencies	Assessment/Assignment	Dimension
Competency 3: Engage Anti- Racism, Diversity, Equity, and Inclusion (ADEI) in Practice		
A. Demonstrate appropriate social work practice at the individual, family, group, organizational, community, research, and policy levels	1. Values, Ethics, and Self-Reflection Assignment 2. Weekly Chapter Quizzes over course readings.	Values, Knowledge, Skills, Cognitive & Affective Processes
B. Demonstrate cultural understanding by applying critical reflection, self- awareness, and self-regulation to manage the influence of outside entities in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	1. Values, Ethics, and Self-Reflection Assignment 2. Weekly Chapter Quizzes over course readings.	Values, Knowledge, Skills, Cognitive & Affective Processes
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
Apply theories of human behavior and person-in- environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;	1. The Erikson Adolescence Paper: Identity Vs. Role Confusion 2. Weekly Chapter Quizzes over course readings.	Knowledge, Skills, Cognitive Affective & Processes

Demonstrate respect for client self-determination during the Assessment process by collaborating with clients and constituencies in developing a mutually agreed plan.	1. The Erikson Adolescence Paper: Identity Vs. Role Confusion 2. Weekly Chapter Quizzes over course readings.	Knowledge, Skills, Cognitive Affective & Processes
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COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, 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 will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including 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 and Tips for Success in the Course

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

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the instructor and peers; 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 NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.

6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

A = 90%-100%

B = 80%-89% C = 70%-79%

D = 60%-69%

F = 59% or Below

Evaluation for the course grade is according to the following formula:

Assessments	Value
Assignment #1: Intersectionality Activity	100 pts
Assignment #2: Self-Reflection	100 pts
Quizzes: Chapters 1-8 (8 @ 20 pts. each)	160 pts
Total	360 pts

Assessments

Assignment #1:

SOCIAL WORK VALUES & ETHICS ASSIGNMENT (100)

See Rubric in Appendix A

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

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

Part 1: Requires the student to critically reflect on their views for each question below, considering answers, views, values, and perspectives. This assignment is part of a self-reflection exercise and requires the student to analyze how they see the world and how they will provide services based on those views. We all have biases; however, acknowledging them is the first step to ensure they are not used in practice. **For self-reflection, 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 and families. The movie is available on the following platforms: Amazon Prime, Sling, Hulu, YouTube, Apple TV, Tubi, Google Play Movies, and FandangoNow.

PART I: Does NOT have to be written in "paper format"; instead, students can number or use bullet points. If you choose to use bullet points or numbering, please answer the questions in a manner that restates the question. If you choose to leave the questions, just answer each one 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?
- 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 own implicit and explicit biases? What are they?

Please read carefully:

- How will you work toward making any identified changes? **Please use an empirical reference to discuss what social workers should do when faced with a client whom they recognize they have a bias toward. 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. In situations where 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 (Anna and her family)? Please cite using APA citations. This citation should be from the Code of Ethics.**

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

Assignment #2: ERIKSON PAPER:

ADOLESCENT STAGE: IDENTITY VS. ROLE CONFUSION

100 pts.

Please watch *“The Breakfast Club”* and choose one of the characters as your client.

- The purpose of this assignment is to apply **Erikson's Adolescent stage: Identity vs. Role Confusion** to one of the characters in the movie *The Breakfast Club*. You choose which character you would like to use. Any student attending Saturday school will easily work 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-related 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%). There is an alternative option discussed at length in the syllabus and in **APPENDIX C**. Using the alternative method will require about three times as much work.
- The following outline is suggested:
 - Introduction: What the paper is going to be about in overall terms
 - 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: Rounding up what has been conveyed in general terms and looking forward.
- **Please see the Rubric for this assignment to ensure you meet all expectations. The Rubric is where your grade will evolve from. There are more specific points on the Rubric.**

Course Outline/Calendar

Weeks	Live Zoom Session	Topics & Instructional Materials	Activities, Assignments & Examinations
Week 1	Zoom Meet and Greet Tues. Aug.25 @ 7:00 pm Please make every effort to attend. If unable to participate in, all meetings will be recorded and placed in the D2L Course shell	Introduction & Overview of Class via Zoom Chapter 1: Understanding Human Behavior and the Social Environment	- Attend Live Zoom Session or Review Recording - Read the entire syllabus - Begin to Read Chapter 1 in the Textbook - Review PowerPoint & Recorded Lecture
Week 2		Chapter 1: Understanding Human Behavior and the Social Environment	- Cont. to Read Chapter 1 in the Textbook - Review PowerPoint & Recorded Lecture - Begin to Work on Values and Ethics Paper
Week 3	Zoom Meet Up: Tuesday, September 8, at 6:00 pm	Chapter 2: Biological Development in Infancy and Childhood	- Read Chapter 2 in the textbook - Review PowerPoint & Recorded Lecture - Work on Values and Ethics Paper Quiz 1: Chapter 1 Due: Sunday, Sept 13 by 11:30 pm
Week 4		Chapter 3: Psychological Development in Infancy and Childhood	- Read Chapter 3 - Review PowerPoint & Recorded Lecture - Work on Values and Ethics Paper Quiz 2: Chapter 2 Due: Sun. Sept 20th by 11:30 pm
Week 5		Chapter 4: Social Development in Infancy and Childhood	- Continue to Read Chapter 4 - Review PowerPoint & Recorded Lecture - Work on Values and Ethics Paper

			• <u>Quiz 3: Chapter 3 Due: Sunday, Sept. 27th by 11:30 pm</u>
Week 6	Zoom Meet Up: Tuesday, September 29th TBD	Chapter 4: Social Development in Infancy and Childhood	• Read Chapter 4 • Review PowerPoint & Recorded Lecture • Work on Values and Ethics Paper • <u>Quiz 4: Chapter 4 Due: Sun. Oct. 4th by 11:30 pm</u>
Week 7		Chapter 5: Ethnocentrism and Racism	• Read Chapter 5 • Review PowerPoint & Recorded Lecture • <u>Values and Ethics Assignment Due: Sunday, Oct. 11th by 11:30 pm.</u>
Week 8	Zoom Meet Up: Tuesday, October 18th, 2026, TBD	Chapter 6: Biological Development in Adolescence	• Read Chapter 6 • Review PowerPoint & Recorded Lecture • Begin to Work on your Erikson Paper
Week 9		Chapter 6: Biological Development in Adolescence	• Continue to Read Chapter 6 • Review PowerPoint & Recorded Lecture • Cont. to work on Erikson Paper • <u>Quiz 5: Chapter 5 Due: Sunday, Oct. 25th by 11:30 pm</u>
Week 10	Zoom Meet Up: Tuesday, October 27th TBD.	Chapter 7: Psychological Development in Adolescence	• Read Chapter 7 • Review PowerPoint & Recorded Lecture • Cont. to work on Erikson Paper
Week 11		Chapter 7: Psychological Development in Adolescence	• Continue to read Chapter 7 • Review PowerPoint & Recorded Lecture • Cont. to work on Erikson Paper • <u>Quiz 6: Chapter 6 Due: Sunday, Nov. 8th by 11:30 pm</u>
Week 12	Zoom Meet Up: Tuesday, Nov. 10th TBD	Chapter 8: Social Development in Adolescence	• Read Chapter 8 • Review PowerPoint & Recorded Lecture • <u>Erikson Paper Due Sunday on Nov. 15th by 11:30 pm</u>

Week 13		Chapter 8: Social Development in Adolescence	• Read Chapter 8 • Review PowerPoint & Recorded Lecture • Review PowerPoint & Recorded Lecture • Quiz 7: Chapter 7 Due: Sunday, Nov. 22nd by 11:30 pm
Week 14	Thanksgiving Break (Nov. 25-27) University Closed	Holiday	Holiday
Week 15		Wrap Up: Last Day of Semester: Friday Dec. 4th	• Quiz 8: Chapter 8 Due: Tuesday, Dec. 1st by 11:30 pm

School of Social Work & Council on Social Work Education-Specific Policies
Course Engagement

Final Evaluation and Grade Depend on both Classroom Attendance and Participation. Inadequate participation or 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. To earn a level of competency within a specific course, students must demonstrate mastery of BOTH content and active engagement.

Mastery of content areas is evidenced by the 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, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement in each course is the meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment or interviewing for an internship). Within the classroom setting, whether virtual or Face-to-Face (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 F2F 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 meet 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 successfully complete each course.

Class Attendance and Participation

Face-to-Face Classes

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll calls will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet twice a week, students can be absent up to 5 times through the semester with no penalty. If **6 absences** occur, the overall grade will be **dropped 1 letter grade**. If **7 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

Online, Web-Enhanced Or Blended Classes

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials.

Student Conduct

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

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical

and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0](#)

**APPENDIX A RUBRIC
VALUES AND ETHICS
SWK 511 HBSE 1**

Student's Name _____

Criteria	Points Earned	Comments
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. (25 pts.)		
Students answer in-depth questions about populations that may be difficult or a struggle for them. Students can connect these feelings about certain populations or groups to their own implicit/explicit biases. (15 pts.)		
Students provide concrete, actionable suggestions for working toward changing their identified bias in accordance with the NASW Code of Ethics. Cite your source for these steps or actions using APA. (25 pts.)		
Part 2: Students answer the questions in depth about working with Anna from the movie, focusing on how social work values and guiding principles, as well as social work ethics, apply. Students will need to cite a value or principle of social work ethics in APA format. (30 pts.)		

Students use appropriate writing skills to meet the level of expectation, incorporating proper grammar, including correct spelling, sentence structure, and APA citations. (5 pts.)		.
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**APPENDIX B
GRADING RUBRIC**

Assignment #2:

Erikson Paper: 100 points

Student's Name: _____

Criteria	Points Earned	Comments
Part 1 (30 points) • Introduction • Description of Erikson's Stages of Development.		
Part 2 (30 points) • 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		
Part 3 (20 points) • 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-year-olds as sources of information		

Followed APA 7th Edition Format & Style and Grammatical Style (20 pts.) • 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.		
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APPENDIX C

AI Use Policy for Written Work in the Course

Use of AI Tools for Assignment Review

Students are encouraged to use AI tools (such as Microsoft Copilot, ChatGPT, or other platforms) to review their papers before submission. This may include asking for feedback on clarity, structure, or alignment with the course instructions and rubric.

However:

- AI tools may **NOT be used to write your papers** or complete the assignment on your behalf.
- Any AI-generated feedback or grading must be clearly identified and used for **revision and learning**, not as a substitute for your own evaluation and cited correctly per APA guidelines. If used, but not cited/documented, your paper will be considered plagiarism, and you will receive a "0"
- Here is a link to information to correctly cite the use of AI per APA guidelines

<https://apastyle.apa.org/blog/cite-generative-ai-references>

- If you use any AI tool, you must complete the **AI Companion Reflection** (see below) to demonstrate ethical and thoughtful use of AI. **This will be the final Section of each assignment.**

AI Companion Reflect Section

This policy is designed to help you, students, develop responsible AI literacy and enhance their analytical skills through guided support. AI Companion Reflection (Required if AI was used) Students who use AI and do not submit this component of the paper will receive a "0" for the assignment.

If you used an AI tool to review **ERIKSON PAPER**, please respond to the following in 1–2 paragraphs:

1. **How did you use the AI tool?** (e.g., What questions did you ask? What kind of feedback did you receive?)

2. **What did the AI get right, and what did it miss?** (Did it help clarify your thinking? Were there any inaccuracies or oversights?)

3. **How did the AI feedback influence your final submission?** (Did you revise anything? Did it deepen your understanding of the research design?)

Your reflection will not be graded for correctness, but for thoughtfulness and transparency. The goal is to help you engage critically with AI as a tool—not a shortcut. NOTE*** Students who use AI and do not submit this component of the paper will receive a “0” for the assignment.

Specific upload instructions: Upload a copy of your final version first (with AI changes included). Next, Upload a copy of your paper PRIOR to using any AI-assisted tools, including Grammarly. And finally, upload your reflection questions/answers.

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 coursework 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)

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. 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.

INSTRUCTOR'S AI POLICY:

USE OF ARTIFICIAL INTELLIGENCE

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that have 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 academic dishonesty (plagiarism).

Individual instructors may disallow 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 in whole or in part, I will grade only the portion of the paper that is not 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 will have two options for completing AI-related assignments.

- **OPTION 1:** A student may choose NOT to use any form of AI, and that paper will be submitted through Turnitin and graded as follows: 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. The student will NOT be allowed to change the option once it has been submitted.
- **OPTION 2:** Please see **APPENDIX C**.

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 to download the app and explore the resources available to you for guidance and support whenever you need it.



Department and Accrediting Agency Statement:

The East Texas A&M University (ETAMU) School of Social Work prepares competent practitioners to serve, advocate, and empower, and educates advanced professional practitioners to lead, innovate, and transform communities.