

****Disclaimer****

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.



SWG 502 Course Syllabus

Course Information

SWG 502 Macro Human Behavior in the Social Environment

Spring 2022

Session B: March 14, 2022 – April 29, 2022

Faculty Information

Primary Instructor: Stacey Gandy, LCSW

Contact Information: sgandy@asu.edu

Primary Instructor Office Hours: Thursdays 6pm-7pm MST and Fridays 9am-10am at <https://asu.zoom.us/j/4575753178>. Individual appointments can be scheduled at <https://calendly.com/sgandy/office-hours>. Please see your assigned Co-Instructor's information for their office hours.

Co-Instructors: Bryan Durham, Robert Erickson, Jessica Flores, Deborah Harper, Ashley Honea, Deborah Webster

Name and Number of Course:

SWG 502 – Macro Human Behavior in the Social Environment

Program Level:

MSW 500 – Foundation Level

Course Requirement

Credit:	Three (3) credit hours
Required:	All first year SSW graduate students unless waived by examination or exempt at admissions.
Prerequisite:	SWG 501

Land Acknowledgement

The Arizona State University School of Social Work acknowledges with respect, that the physical locations of the Arizona State University School of Social Work are within the ancestral homelands of those American Indian tribes that have sustained connections to its lands and waters since time immemorial, including

the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O'odham peoples.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Course Description

Human behavior in the social environment, focusing on groups, organizations, and communities and examining theoretical perspective in a macro context.

Rationale for the Course

Social workers cannot understand and address the problems and strengths of people without an understanding of the effects of macro systems, macro structures, and macro social processes on human behavior. The focus of this course is on highlighting the dynamic interaction among systems at the macro level, and how these system interactions influence the development and the behavior of individuals from adolescence through late adulthood, death, and dying. The course also provides students with opportunities for applying life course principles as guides to understanding cohort, period, institutional, and policy influences on adult developmental outcomes and processes in the latter stages of the life course with a special focus on understanding the influences of communities, organizations, and social institutions on health, and well-being for relevant life course outcomes.

Competencies

EPAS Competencies	Course Objectives	Dimensions Measured in Course	Course Content and Assignment
Competency 1: <i>Demonstrate Ethical and Professional Behavior</i>	<ul style="list-style-type: none"> Assess and address one's own attitudes and beliefs about systemic racism. Explore how one's personal experiences and affective reactions influence their professional judgment and behavior 	Knowledge Values Skills Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> Module 2: Identity Development Module 7: Critical Race Theory Assignments: <ul style="list-style-type: none"> Critical Race Theory Narrative Life Map Presentation
Competency 2: <i>Engage Diversity and Difference in Practice</i>	<ul style="list-style-type: none"> Critically analyze how communities, organizations, and social institutions promote and or deter people of color, women, the disabled, lesbian, gay, bisexual, transgender, elders, and youth in maintaining or achieving health and well-being. Recognize and communicate understanding of the importance of difference in shaping life experiences. 	Knowledge Values Skills Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> Module 2: Identity Development Module 7: Critical Race Theory Assignments: <ul style="list-style-type: none"> Critical Race Theory Narrative Life Map Presentation Aging & Systems Paper
Competency 3: <i>Advance Human Rights and Social, Economic, and Environmental Justice</i>	<ul style="list-style-type: none"> Critically examine how changes in history, policy, and social institutions influence development from adolescence through late adulthood. Identify and critique theories and concepts of power and their implications for social problem assessments. 	Knowledge Values Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> Module 1: Introduction to Macro Theory & Practice Module 7: Critical Race Theory Assignments: <ul style="list-style-type: none"> Module 1 Discussion: Macro Theory Assessment Aging and Systems Paper
Competency 4: <i>Engage In Practice-informed Research</i>	<ul style="list-style-type: none"> Identify, describe, and critique research-based theoretical perspectives on organizational, communal, 	Knowledge Skills	Course Content: <ul style="list-style-type: none"> Module 1: Introduction to Macro Theory & Practice Module 7: Critical Race Theory

EPAS Competencies	Course Objectives	Dimensions Measured in Course	Course Content and Assignment
and Research-informed Practice	and institutional structures and processes relevant for assessing key developmental outcomes. <ul style="list-style-type: none"> Critically examine the contributions of research based biological, psychological, social, cultural, technological, and spiritual systems on development, death, and the dying process from adolescence through the late adulthood. 	Cognitive and Affective Processes	Assignments: <ul style="list-style-type: none"> Aging & Systems Paper
Competency 6: <i>Engage with Individuals, Families, Groups, Organizations, and Communities</i>	<ul style="list-style-type: none"> Critically evaluate and apply theories of human behavior and the social environment to facilitate engagement with individuals, families, groups, organizations, and communities. 	Knowledge Skills Values Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> Module 1: Intro to Macro Theories & Practices Module 3: Adolescence Module 4: Young Adulthood Module 5: Middle Adulthood Module 6: Late Adulthood Assignments: <ul style="list-style-type: none"> Developmental Review 1 & 2 Aging & Systems Paper
Competency 10: <i>Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across all practice levels and locations.</i>	<ul style="list-style-type: none"> Critically analyze how communities, organizations, and social institutions promote and or deter people of color, women, the disabled, lesbian, gay, bisexual, transgender, elders, and youth in maintaining or achieving health and well-being. 	Knowledge Values Skills Cognitive and Affective Processes	Course Content: <ul style="list-style-type: none"> Module 2: Identity Development Module 7: Critical Race Theory Assignments: <ul style="list-style-type: none"> Critical Race Theory Narrative Life Map Presentation Module 2 Discussion: Identity Development Aging & Systems Paper

Course Units

- Macro Theories
- Identity Development Theories

- Adolescence
- Young Adulthood
- Middle Adulthood
- Late Adulthood
- Critical Race Theory

Key Course Concepts

caregiving	peer groups
cliques	personal fable
communication	power
community identity	psychological moratorium
concrete operations	puberty
Critical Race Theory	resistance identity and community
crystalized intelligence	retirement
fluid intelligence	sense of community
Identity development	sexual response cycle
loneliness	STDs
menopause	stepfamily
moral development	virtual community
network approach to community	

ASU and Related Professional Policies

Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy

<https://provost.asu.edu/academic-integrity>

Academic dishonesty or “cheating” will result in an E in the course and referral to the Standard Committee for social work students and to your home department for students from other majors. Cheating includes working with others to complete quizzes and other assignments, plagiarizing from the textbook, lectures, or websites; getting answers from someone or websites; and sharing assignment information with others. Aiding anyone in this process will also result in a referral to the standards/ethics committee of your discipline.

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

Avoiding Plagiarism

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. [Direct Quotations](#) – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
2. [Paraphrasing/Indirect Quotations](#) – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
3. [Using Other's Ideas](#) – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. [Collaborative Work](#) – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. [Altering or Revising Another's Work](#) – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise

work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.

6. Altering or Revising Your Own Prior Work – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

Student Code of Conduct:

<https://eoss.asu.edu/dos/srr/codeofconduct>

Computer, Internet, and Electronic Communications Policy:

<https://www.asu.edu/aad/manuals/acd/acd125.html>

Missed Classes Due to University Sanctioned Activities:

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Accommodations for Religious Practices:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Commercial Note Taking Services:

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

All course content, including lectures, are copyrighted materials that students may not share outside of the course, upload, sell, or distribute. This includes recordings or notes

taken during the conduct of the course (see ACD 304–06, “Commercial Note Taking Services” for more information). This course covers sensitive material that some students may find difficult and/or offensive. To promote open and thorough discussion and create an environment in which all can participate within the bounds of courtesy and respect, including those with whom you may disagree, I ask that you do not record class sessions (with the exception of those who may need ADA accommodation), and that you do not distribute or post recordings or verbatim accounts of your classmates’ comments.

Handling Disruptive, Threatening, or Violent Individuals on Campus:

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Title IX:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

National Association of Social Workers Code of Ethics:

The National Association of Social Workers (NASW) Code of Ethics is a guide to the everyday conduct of professional social workers. Sections are: 1) The

Preamble which summarizes the social work profession's mission and values; 2) The Purpose which is an overview of the Code's main functions and a brief guide for dealing with ethical dilemmas; 3) Ethical principles which set forth ideals that all social workers should aspire to based on social work's core values of service, social justice, dignity and worth of a person, importance of human relationships, integrity, and competence; and, 4) Ethical standards to guide social workers' conduct.

Please review at:

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

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

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the [Student Accessibility and Inclusive Learning Services \(SAILS\)](#) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. SAILS staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Establishing Eligibility for Disability Accommodations

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the Student Accessibility and Inclusive Learning Services (SAILS).

Every effort is made to provide reasonable accommodations for qualified students with disabilities. Prior to receiving any disability accommodations, verification of eligibility from the SAILS is required. Once registered with the SAILS, students with disabilities must meet with the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the

semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange accommodations for their learning needs. Disability information is confidential.

Qualified students who wish to request an accommodation for a disability should contact SAILS by going to <https://eoss.asu.edu/accessibility>, calling (480) 965-1234 or emailing student.accessibility@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)

Health Insurance Portability and Accountability Act (HIPAA) Policy Statement

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

Professional Conduct and Civility in the Classroom

Professional conduct is expected in the classroom setting. That is, students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. College courses bring together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This course may deal with complex and controversial issues that

often feel challenging and uncomfortable. We will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, students must engage with one another with civility, respect, and professionalism. Students are asked to carefully evaluate their own thinking about violence against women, including their biases, work experiences, and understandings.

Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. In addition,

- Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.
- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus: <https://www.azregents.edu/board-committees/policy-manual>
- Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Self-Care, Unanticipated Distress and Counseling Services

Throughout the learning that occurs in this course, students are asked to continually and carefully evaluate their own thoughts and feelings, be mindful of their reactions to the material, and practice self-care as needed. Given the nature of the material presented, the emotional content may be difficult.

Students may experience unexpected and/or distressing responses to course content and discussions. Please communicate with me if you need support around distress arising from course content. Please also be aware that ASU offers counseling services for enrolled students. For more information, please go to the ASU Counseling Services website: <https://eoss.asu.edu/counseling> or call (480) 965-6146, Monday – Friday 8am – 5pm. After business hours, call the EMPACT ASU-dedicated hotline at (480) 921-1006. Student Advocacy and Assistance in the Dean of Students office guides students in resolving educational, personal and other difficulties by linking students with appropriate university and community resources

Faculty as Mandated Reporters

Course faculty are mandated reporters; therefore, anything communicated in class or in a course assignment or assessment that raises concern about safety and/or well-being of a student or another individual or group may be cause for intervention and communication with other university staff and community officials.

Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities, and all humans have the right to be addressed in accordance with their personal identity. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the instructor of your preference early in the semester.

Content Warning

There are articles in this course that discuss issues of systemic racism, inequality, and abusive systems. If you are a member of the groups discussed, it can feel

triggering and upsetting. Reach out to your instructor for additional support or assistance whenever needed.

There are articles in this course that discuss child-rearing practices, which are very personal. The material covers a range of perspectives. It is intended to offer different views and to illuminate how culture impacts decision. It is in no way judging choices or actions.

Course Outline

Required Textbook and Readings

Required Text

Ashford, J.B., LeCroy, C.W., & Williams, L. R. (2018). *Human behavior in the social environment: A multidimensional perspective* (6th ed). Cengage Learning. (Chapters 7 through 10)

Linton, K. L., Rueda, H. A., & Williams, L. R. (2017). *Disability, intimacy, and sexual health: A social work perspective*. NASW Press.

*** Please note. The remaining chapters are covered in SWG 501. If you have not yet completed this class please make sure you are familiar with this material and speak to your instructor if you have any questions.*

Additional Required Content

Noted in Canvas

Additional Optional Content

Noted in Canvas

Course Schedule - Plan of Instruction

ACTIVITIES/ASSIGNMENTS	DUE DATE
MODULE 0 Welcome to the Course	
MODULE 1: Introduction to Macro Theories and Practice	3/14/22-3/20/22

Readings: <ul style="list-style-type: none"> • Course Syllabus • <i>Disability, Intimacy, and Sexual Health</i>-Chapters 1 & 2 • Review <i>Human Behavior in the Social Environment</i>-Chapter 1 • Additional readings and videos within the module 	
Discussion Module 1: Introduction Discussion Board	3/18/22 11:59pm MST
Discussion Module 1: Macro Theory Initial Post Response to two (2) peers' posts	3/18/22 11:59pm MST 3/20/22 11:59pm MST
MODULE 2: Identity Development 3/21/22-3/27/22	
Readings: <ul style="list-style-type: none"> • <i>Disability, Intimacy, and Sexual Health</i>-Chapters 3-5 • Additional readings and videos within the module 	
Discussion: Life Map Presentation	3/27/22 11:59pm MST
Assignment: Life Map Presentation	3/27/22 11:59pm MST
MODULE 3: Adolescence 3/28/22-4/3/22	
Readings: <ul style="list-style-type: none"> • <i>Disability, Intimacy, and Sexual Health</i>-Chapters 6-8 • <i>Human Behavior in the Social Environment</i>-Chapter 7 • Additional readings and videos within the module 	
Discussion Module 3: Adolescence Initial Post Response to two (2) peers' posts	4/1/22 11:59pm MST 4/3/22 11:59pm MST
Assignment: Developmental Review 1	4/3/22 11:59pm MST
MODULE 4: Young Adulthood 4/4/22-4/10/22	
Readings: <ul style="list-style-type: none"> • <i>Human Behavior in the Social Environment</i>-Chapter 8 • Additional readings and videos within the module 	
Discussion Module 4: Young Adulthood Initial Post Response to two (2) peers' posts	4/8/22 11:59pm MST 4/10/22 11:59pm MST
No assignment this week besides the discussion	

MODULE 5: Middle Adulthood 4/11/22-4/17/22	
Readings: <ul style="list-style-type: none"> • <i>Human Behavior in the Social Environment</i>-Chapter 9 • Additional readings and videos within the module 	
Discussion Module 5: Middle Adulthood Initial Post Response to two (2) peers' posts	4/15/22 11:59pm MST 4/17/22 11:59pm MST
Assignment: Developmental Review 2	4/17/22 11:59pm MST
MODULE 6: Late Adulthood 4/18/22-4/24/22	
Reading: <ul style="list-style-type: none"> • <i>Human Behavior in the Social Environment</i>-Chapter 10 • <i>Disability, Intimacy, and Sexual Health</i>-Chapters 9 & 10 • Additional readings and videos within the module 	
No discussion this week	
Assignment: Aging & Systems Paper	4/24/22 11:59pm MST
MODULE 7: Critical Race Theory 4/25/22-4/29/22	
Readings: <ul style="list-style-type: none"> • Readings and videos within the module 	
Discussion: CRT Narrative Initial Post Response to two (2) peers' posts	4/29/22 11:59pm MST 4/29/22 11:59pm MST
Assignment: CRT Narrative	4/29/22 11:59pm MST
Last day of class 4/29/22	

Plan of Instruction Continued

Additional detail and requirements for assignments are available in Canvas.

Weekly Discussions

This course uses weekly discussions to engage you in group dialogue on social work topics and course material. The discussions use the platform YellowDig. More information is provided in Canvas in Module 0. The weekly material is provided to engage your professional curiosity and the open ended nature of the questions is to

help you develop the critical thinking skills essential for a skillful social worker. In most posts, you are going to be asked to discuss what was challenging and interesting based on the week's key concepts and readings, how you can integrate the material into practice, and then you will pose a question or statement to engage your peers as if you were in an actual discussion. Discussions are your opportunity to engage with your classmates, to learn from and grow with each other. Refer to the course calendar for submission dates and note we ask you to submit your initial post two days prior to your reply post. There are two discussions that will not use the questions mentioned above. Those posts are discussed in more detail below.

As a student, your way of learning *and* your way of showing what you have learned and know is unique. Some people do better talking, some do better creating a visual representation of their thoughts, some do better writing, etc. Therefore, you have options to how you engage with the discussions each week. You can answer the questions by positing a video (no longer than five minutes), writing out your answers, providing some sort of graphic that conveys your thoughts, a concept map, or a combination of methods.

Life Map Presentation Discussion and Assignment

The Life Map Presentation will be submitted to Canvas and to YellowDig.

Using an empowerment perspective, you will create a life map that depicts the personal changes and transitions you have experienced in your life that have led you to where you are today. Your life map will be an online presentation – using Canva, a slide deck, a video, or other mode – and will include photos, drawings, video, a collage, or any other creative way you chose to display the information. It should be visually appealing and tell your story. The timeline for your life map starts from birth to your current age.

In thinking about your life: which events or experiences influenced your life trajectory? What went well? What was challenging? What transitions impacted you? Include the age you were for each experience listed. Think of experiences and influences across the eco-system (micro, mezzo, exo and macro level factors) and include how this impacted your development.

Remember: this is an assignment for a class, you are not required to share information that you feel is personal and that you do not want your instructor to know. Be kind to yourself and protect your own confidentiality and privacy.

Elements of Life Map Presentation Discussion:

- You will select a minimum of three events, with a maximum of six.
- You must include a visual depiction for each event, as opposed to only writing about it.
- Include the age, stage of development (infancy, early childhood, middle childhood, adolescence, young adulthood, middle adulthood, late adulthood) you were at the time of the event.
- Choose a developmental stage theory (Piaget's Cognitive Theory, Erikson's Psychosocial Development Theory, Vygotsky's Sociocultural Theory, Kohlberg's Theory of Moral Development, etc.). Identify the stage

of the chosen theory you were in during that event. When discussing impact of the event, be sure to take the stage of the developmental theory you chose into consideration.

- Include the system(s) impacted (micro, mezzo, exo, and macro) and how it was impacted for each event
- Include a thoughtful description of the event and how it impacted your life trajectory

Critical Race Theory (CRT) Narrative

The CRT Narrative will be submitted to Canvas and to YellowDig.

The goal of this assignment is to reflect on your own experiences and awareness of race and to expand your awareness of others' experiences as a result of peers' reflections. Using the materials provided on Critical Race Theory and privilege, this 4-6 minute video presentation allows you to reflect on your own experiences or observations with institutionalized racism. You will also demonstrate critical thinking as you discuss the influence of your developmental stage on your perception of the event. If you have never experienced or witnessed institutionalized racism, you will describe your understanding of this concept as well as the influence of privilege on not having had such experiences. Drawing on Critical Race Theory, you will close out your video by discussing one action you can take to challenge powers that perpetuate racial inequality. If you shared a personal experience with institutionalized racism, you will share how you would respond differently now.

You will watch and offer a written response to two peers' videos focusing on something you learned or realized through watching their video and/or completing this assignment yourself. Responses should be empathic, thoughtful, and professional. Responses should avoid language or content that is disrespectful or minimizing.

Developmental Review 1 & 2

The developmental reviews allows you to integrate knowledge obtained in your text and course material with real life situations. You will choose two different stages out of adolescence, young adulthood, and middle adulthood and interview people you are not immediately related to currently in each of your chosen stages. The interview is designed for you to apply the various developmental theories for that developmental stage through the multidimensional perspective lens. You will interview the person based on their current developmental stage (adolescence, young adulthood, or middle adulthood). You will generate the interview questions based on: your own understanding of the course material, what you are curious to learn more about, what you were surprised to learn and want to discuss further, and perhaps given what you already know about the person- if you are interviewing someone well known to you. There are example questions included as a support, but you will need to generate a deeper and more thorough set of questions, while also being prepared to add questions during the actual interview.

Once you have completed your interview, respond to the prompts on the Developmental Review Worksheet. The completed Developmental Review Worksheet is what will be submitted to Canvas. Each section does not include a strict minimum or

maximum word requirement. However, it is unlikely you will be able to provide a thoughtful and thorough answer in fewer than 200 words. Additionally, it is important to be intentional with your reply and to strive to limit your answers to not more than 400 words.

Your answers should reflect your personal integration of knowledge from course material in connection to what you learned in the interview. Your answers should not consist only of direct quotes from the text or only relaying what was shared by the interviewee. The interview does not need to be recorded. Citations and references according to APA 7 should be used.

Tips for success:

- Read through your text, the power points and watch lecture videos before you start your list of interview questions. You can make notes while reading of what intrigues you and what you might want to ask your interviewee about.
- Bring notes of what you learned from your course material to the interview so you can reference as needed
- Add a direct quote from the interviewee for emphasis of certain points
- Be respectful of the interviewee's time. Arrive on time and prepared.
- View this interview as an opportunity to practice and engage in social work skill.

Aging & Systems Paper

For this scholarly paper, using reminiscence, you will examine the life experiences and development of an older adult through research you conduct and by utilizing course material. This research paper allows you to synthesize knowledge about human development in the macro environment. In the first half of the paper, you will examine the developmental experiences noted through your interview in comparison and contrast to what you have learned about this developmental stage. In the second half of the paper, utilizing a macro theory reviewed in the course, you will examine how a specific change or event in history, social policy or institution impacted and played a role in the person's life, and how the selected theory helps understand the person's behavior and experiences.

The interviewee must be aged 70 or older and someone who is well enough cognitively and emotionally to participate. The interviewee may be someone known to you (but not an immediate family member which includes grandparents) or someone you meet for the purpose of this research assignment. You may visit a residential facility or a senior community center in search of a volunteer participant, but you may not go to a nursing home.

You will generate the interview questions based on your understanding of course material, which theoretical perspective you select and what type of information you hope to learn that will be applicable to the research paper. As you formulate your interview questions, keep in mind your interview should be conducted using reminiscence as a tool.

Elements of Aging & Systems Paper:

- Provide an overview of who the person is, how the interview was conducted, and what daily life is like for the person.

- What are this person's developmental strengths and challenges?
- How do these compare to normative patterns of aging?
- What did the person discuss about their identity and what is meaningful for them?
- How did this compare with the discussion on identity for this developmental stage?
- Have there been or are there any differing abilities? How has this impacted the person's development and identity?
- Identify the macro theory selected. What are the central tenets, strengths and limitations of the theory?
- What is the identified event or period of time?
- How does the selected theory help you understand how the person has been impacted by the larger macro system?

This is an academically focused, research paper which must be written and cited in accordance with the *Publication Manual (7th Ed.) of the American Psychological Association (APA)*. You should use a minimum of five scholarly reviewed sources, one of which will be your text. The remaining four must be peer-reviewed journal articles. You may also use as many additional, acceptable and reputable internet sources as well. You may not use first person language. The research paper must be in third person. In order to encourage critical thinking, there is not a required page number for this assignment. The paper will be graded on the student's ability to respond to prompts thoroughly without being repetitive.

Evaluative Procedures

Grading Procedures

This course uses a modified proficiency-based grading model with points provided based on proficiency. This a pedagogical choice to move away from a ranking system that promotes competitiveness, all-or-nothing approaches, and that benefits certain learning styles over others. Further, strict, black and white grading does not mirror the real world of social work and does not promote optimal preparation for wading through the complexity of people. The goal of this course is to engage students in critical thinking to be better prepared for the rest of your academic journey and to become an adept social worker in the real world.

We expect you to engage with all assignments and take time to familiarize yourself with the concepts and material. The weekly discussions are where you will process your thoughts in small groups on the material, these discussion experiences are the crux of the course and intended to be an open place for exploration as you absorb and consider new material.

The Life Map and CRT Narrative encourage self reflection and awareness that is crucial to our social work practice. The Developmental Reviews and Aging and Systems Paper allow you to apply the course concepts to a real world setting. The point of each of these assignments is for you to explore the multidimensional framework that shapes each of us whole individuals, communities, and societies.

Not submitting one of the weekly submissions or one of the three written assignments will prohibit a student from earning exemplary proficiency or an 'A' in the course.

Grading Scale

Individual assignments and activities will not be given a letter grade. They will be recorded as: (1) complete/incomplete and (2) exemplary proficiency/proficient/needs more work. You will be given a number for each assignment based on this criteria. At the end of the course you will receive a letter grade, which is required by the University. An A grade will indicate all assignments were turned in, were done completely and mostly were done at an exemplary proficient level. A B grade will indicate that an assignment was not turned in, or some assignments were incomplete, and most submissions were proficient but did not progress toward exemplary proficiency. A C grade will indicate assignments were not turned in, were incomplete and most submission needed improvement which was not demonstrated. Grades lower than a C indicate many assignments missing, incomplete, and completed insufficiently, or may indicate a student stopped engaging with the course overall.

A	Exemplary Proficiency - All assignments completed, weekly discussions completed, instructor and peer feedback incorporated into assignments.
B	Proficient - Most assignments completed, most submissions were proficient but feedback was not applied, failure to consistently respond to peer and instructor feedback.
C	Basic Proficiency – Several assignments not completed, minimal engagement in weekly discussion, failure to respond to peer or instructor feedback.
E (Failure)	Assignments missing, little to no engagement in course activities.
EN (Failure)	Failed, Never participated
EU (Failure)	Failed, Did not complete

An "**A-level**" grade at the graduate level means that a student is doing **outstanding** or **excellent** work, in which a student engages in the course regularly, hands in all of the course assignments on time and demonstrates a thorough grasp of the material.

A "**B-level**" grade at the graduate level means that a student is doing **at least satisfactory** work, and meeting the minimum requirements for the course. The student engages in the course regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A "**C-level**" grade at the graduate level means that a student is doing **inconsistent** work.

A "D-level" or "F" at the graduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

Due Date & Time

All assignments are due by the date listed in the course schedule and are due by the end of the day, 11:59pm, Mountain Standard Time (MST). Be aware that Arizona and the Hopi Reservation within the borders of Arizona, do not observe daylight saving, thus, **the time difference between those not located in Arizona will change once throughout each year**. Please note, the Navajo Reservation, extending across Arizona, Utah and New Mexico does observe daylight saving. It is the responsibility of the student to be aware of the time difference between their current location and Arizona.

Timeline for Grading

In this course, feedback is provided directly on assignments, in discussion or in Canvas. It is in your best interest to review feedback provided in order to learn what you did well with and areas for growth. **Feedback on assignments is one of the cornerstones of learning in an online course.** Thus, there must be a reasonable amount of time to provide quality feedback while also allowing students the opportunity to utilize the feedback on future assignments. Questions or concerns about reviewed work should be addressed by the student with the instructor of your group within a week of the review being posted.

Discussions posts will be reviewed within 3-4 days after the reply post submission due date. Assignments submitted to Canvas will be reviewed within one week after the due date.

Late Assignment and Extension Policy

It is the expectation that you as a graduate student, acting in a professional and studious capacity, will submit assignments on time. Assignments such as weekly discussions are designed to be a collaborative learning experience with you and your peers. Not submitting posts on time can detract from your learning opportunity and reduces the learning environment for your cohort. Extensions for any assignment in a graduate program are complicated. There are high expectations both for performance and for timeliness. This class operates with a submission date and you are expected to submit assignments by that date.

Students who consistently do not submit work may receive an Academic Status Report.

- **Initial discussion posts** may be submitted up to 2 days late. Late reply posts will impact your points in YellowDig.
- **Assignments** may be submitted up to **five days** after the original due date. Review and feedback on late assignments may not come in time before the next assignment is due.
- If you submit something late, email the instructor of your specific group, not the primary instructor.

Incomplete Grades

It is essential to discuss any change in your academic plan, including a potential grade of Incomplete (I), with your Academic Advisor.

The grade of Incomplete can only be given by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final paper) because of illness or other conditions beyond the student's control. Unfinished work must be completed with the same instructor except under extenuating circumstances. The student has one calendar year from the date the Incomplete is recorded (or less if indicated by the instructor) to complete the course. If work is not completed within the stated time frame, the grade will become an "E". Requests for a grade of Incomplete must be discussed with and approved by the instructor. A completed "Request for Grade of Incomplete" form must be provided to the instructor no later than the scheduled Reading Day for the semester.

Other Expectations and Policies

Steps to address technical errors and challenges

Submission errors

Submitting correct work is your responsibility and part of the preparation for professional life. If you submit the wrong assignment, eg, assignment one for assignment two, and the due date for the assignment has past, review of the assignment will be delayed and the assignment is not considered submitted on time.

Technical challenges

It is not uncommon for people to have technical challenges in the technical world. If an issue arises at the time of submitting an assignment and you are unable to submit the assignment, you can email your co-instructor with the completed work, demonstrating it was completed on time. But also, you need to reach out to technical support to figure out what is creating the problem and to find a resolution. Work emailed will not be reviewed over email. You are emailing the work just to show it is completed, you still need to engage in the discussion or to submit the paper to Canvas. If you are experiencing a technical problem but do not email the completed work by the due date and also reach out for technical support, the assignment will be considered not on time.

Extra Credit

Extra credit is not offered in this course.

Resubmission

Assignments may not be resubmitted after they have been reviewed. We provide students feedback on each assignment which you can use and apply toward future assignments.

Communication

Response Time

The nature of an online course often produces an expectation of immediate email response. This is not a realistic expectation and feeds into the hyper-productive, always available mindset that is not conducive to personal well-being. That said, emails will generally be responded to within 24 hours M-F, and sooner whenever possible. Emails sent on Fridays may not be responded to until Monday. Correspondence sent over the weekend will be replied to Monday.

We do expect and hope that you read through all assignment descriptions at the start of the course and bring up questions sooner rather than later. The primary instructor and co-instructors strive for a high level of support for all students, while also expecting students to take charge of their learning experience and being attentive to course expectations and requirements.

Email Communication

All correspondence with the primary and co-instructors should be respectful and professional. Instructors and students can use an informal and friendly tone when emailing while staying considerate. This course is a partnership between students and educators, and it is the hope students approach it as such. Students certainly should not send emails to their instructor as if they are texting their friend.

Office Hours

Meeting with the primary may be done so through the Zoom platform or through a scheduled phone call. Students wishing to schedule a time to meet with the instructor may email the instructor with a list of days and local times available.

Online Course

This is an online course. There are no face-to-face meetings.

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of the course. Assignment submitted over email will not be reviewed.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this

course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus SAILS with the contact information below.

ASU Online

<https://eoss.asu.edu/accessibility>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

Accommodations for Disaster, Military, Religious, and University Activities

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor (instructional team

member) with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Instructor Responsibilities

It is the responsibility of the instructor to:

- Be well prepared.
- Be available to students as needed for assistance during office hours or scheduled appointments to discuss course materials or answer any questions regarding the course. The Instructor will respond within two (2) working days to email messages unless otherwise indicated.
- Provide constructive feedback on class assignments.
- Provide a learning environment to stimulate discussion of course materials and class interaction that is safe to assist knowledge acquisition, skill practice/building, and critical thinking.

Student Responsibilities

- Students are expected to log into the course regularly and be an active participant throughout the course. This includes engaging in the group discussions, utilizing and following the Q&A boards, reading feedback on their assignments, and reviewing all content in the weekly modules.
- Given the pluralistic nature of our society, some individuals' values and attitudes may be at odds with another individual's beliefs. Dialog about these differences can be informative and help each of us to clarify our thinking if the dialog is held in a respectful manner. Everyone should feel free to state their opinions in the course. While we welcome opposing viewpoints to be explored, members of the course need to be respectful of opinions that conflict with their own. Failure to remain respectful may result in your expulsion from the course. Specifically, judgmental or profane language, name-calling, and threats (direct or implied) are prohibited in any form of interaction with other members of the class or instructors.
- Students are expected to write assignments in their own words except where otherwise cited. All direct quotes must appear either in quotation marks or indented, and must include the source, year, and page number(s). Material taken from other authors that is paraphrased must also include source information. Noncompliance with these requirements constitutes plagiarism and is grounds for a failing grade and referral to standards.
- Papers are to be typed and double-spaced. All sources must be cited in accordance with the Publication Manual (7th Ed.) of the American Psychological Association (APA). Research support must come from peer-reviewed empirical articles or scholarly books (e.g., Wikipedia is NOT peer-reviewed). Assignments should meet the minimum standards for scholarly academic work, that is, clear writing, appropriately edited, well-integrated, and with conclusions appropriately supported by secondary or original research evidence.
- Participation in this course must be consistent with the NASW Code of Ethics, including the principles of confidentiality.

Strategies for Excelling in This Course

Taking an online course is different from the traditional face-to-face course. While you may know that, it is important to keep some things in mind.

- ✓ The class moves at a consistent pace, which means you must keep up with it each week. Frequently check on the due dates, and use the syllabus to help you plan accordingly.
- ✓ Focus on the early weeks, if you do well on those assignments, you will have points to spare later in the semester. There is a great deal of individualized learning, but if you have questions, don't wait, email the instructor for clarification.
- ✓ Keep up with the reading, much of the course is based on that content. For most of the semester the reading is one chapter per week. That is intentional – we want you to learn and really absorb the important content. You will learn the material best by staying on that pace and not falling behind.

Prohibition of Sharing Course Content

Reflecting the nature of Zoom video conferencing, we have included additional language regarding the recordings being for the sole use of students enrolled in the class during the designate class period.

Workload Expectations

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit." Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). This translates to 9 hours per week for classes that meet over a 15 week-semester. For 7.5-week classes, the workload doubles to 18 hours per week engaging in online activities, reading, doing other homework, completing assignments or assessments, and studying. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

Writing Quality

Because this is an online course, our primary mode of communication is through the written word. Grades are based on a combination of content and clarity, so be sure that your writing is clear and responds to the questions raised in the assignment. Please review all your written work for proper grammar, spelling and word usage. Submit your work through Canvas.

Writing Center

Writing support is available to undergraduate and graduate students. The professional tutor holds regular office hours to meet with students who schedule appointments and those who need walk-in assistance. The writing center additionally provides support to online students. You may schedule a virtual appointment with a tutor and request additional support.

<https://tutoring.asu.edu/student-services/online-writing-tutoring>

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA) 7th edition. Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#).

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on grounds of suspected copyright infringement.

All course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Computer Requirements

This course requires Internet access and the following:

- A web browser ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone (optional) and speaker

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or canvas.asu.edu.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk you have two options:

- chat/email: 247support.cust.com
- call toll-free at 1-855-278-5080, option 3