



Arizona State University
School of Social Work
SWG 501 Syllabus & Course Outline Spring 2025
1/13/2025 – 3/4/2025

I. Name and Number of Course: Human Behavior in the Social Environment I

Instructor's Name: Lindsey Cantelme, **Office:** Virtual
MSW

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Phone:

Office Hours: Virtual by appointment & when announced. To request office hours, student should email the instructor two to three days and times available, including the current city and time zone, and meeting format preference (phone or Zoom).

II. Program Level
MSW 500 Foundation Level

III. Course Requirement

Credit:	Three (3) credit hours
Elective or Required:	Required. All first year SSW graduate students unless waived or exempt at admissions.
Prerequisite:	None

IV. Land Acknowledgement

The 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.

V. Statement of Inclusions

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.

VI. Course Catalog Description

Examines and critically analyzes biopsychosocial development from conception through middle childhood using ecological, systems, strengths, life span/life course, and an integrative multidimensional perspective. This is a foundation year course.

VII. Course Enrollment Requirements

Degree or Non-Degree Seeking Graduate Student.

VIII. Course Overview

This course supports the social work focus on person and environment transactions by using a multidimensional framework in the assessment of biological, psychological, social, cultural, and spiritual development of individuals from conception through middle childhood with a special focus on understanding: (a) the range of social systems in which people live (groups, families, organizations and communities); (b) how these systems in which people live promote and deter people in maintaining health and well being, (C) how these systems affect and are affected by human behavior; (d) the consequences of diversification (ethnic background, race, class, sexual orientation, disability, and culture) on social functioning in the Southwest and our global society; (e) and concepts and knowledge from systems theory, the strengths perspective, life span and life course theory, to guide assessment, intervention, and evaluation of person and environment transactions.

IX. Competencies/Learning Outcomes

Upon completion of the course, students will be able to:

1. Apply and critique empirically supported concepts, frameworks and theories of human behavior (whether those concepts, frameworks, and theories are biological, cultural, psychological, sociological, or spiritual) to understand and assess the development of the person in their social environment (***Social Work Competency 1: Demonstrate Ethical and Professional Behavior, 2: Advance Human Rights and Social, Racial, Economic and Environmental Justice, 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice; 6, 7, 8, 9: Engage, Assess, Intervene, and Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities***)
2. Utilize life course and life span principles and knowledge to guide assessments of developmental milestones (from infancy through middle childhood), hazards, risks, and strengths affecting developmental outcomes involving issues of health and well-being (EPAS: (***Social Work Competency 2: Advance Human Rights and Social, Racial, Economic and Environmental Justice; 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice; 7, 8, 9: Assess, Intervene, and Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities***)

3. Utilize knowledge of different social systems to assess the effects of variations in social structure and social systems (groups, families, communities, organizations, and social institutions) on personal developmental transitions, and trajectories from infancy through middle childhood in a case. (***Social Work Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice 5: Engage in Policy Practice, 7, 9: Assess and Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities***)
4. Critique existing knowledge, concepts, models, and theories of development across the life course. (***Social Work Competencies 6, 7, 8, and 9: Assess, Intervene, and Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities***)
5. Assess the effects of race, gender, ethnicity, disability, sexual orientation, spiritual orientation, poverty, oppression, discrimination, cultural beliefs, social class, globalization and other social positional variables on key developmental outcomes and the health and well-being of people in their transactions with their social environment in a case. (***Social Work Competency 1: Demonstrate Ethical and Professional Behavior, 2: Advance Human Rights and Social, Racial, Economic and Environmental Justice 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice;; 6, 7, 9: Engage, Assess, and Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities***)

X. Course units

- I. Conceptual frameworks, case formulations, and critical inquiry process.
- II. Evidence supported knowledge and theories of biological, psychological, social, cultural, and spiritual systems of behavior and development
- III. Evidence supported knowledge and theories of Groups and Families (Micro theories).
- IV. Pregnancy & Birth
- V. Infancy
- VI. Early Childhood
- VII. Middle Childhood

XI. Key Course Concepts

life course perspective	stability and change in behavior	moral development	transitions
life trajectories	life events	role transitions	event transitions
age grading	normative events	period effects	cohort effects
non-normative events	self-development	social cognition	emotions
Attitudes	brain development	emotional regulation	memory processes

Attachment	stability and change in personality	life span development	social needs
environmental variability	individual differences	social capital	group membership
types of groups	pathways	social functioning	human capital
Identity	perspective taking	Shame	achievement
infant mental health	integrative perspective	Anger	identity
rites of passage	ontogenesis	strengths perspective	universal prevention
executive functions	cognitive development	selective prevention	sexual harassment
risks versus hazards	Indicated prevention	social milestones	stranger anxiety
Homophobia	sex response cycle	Health	turning points
well-being	disabilities	Stress	opportunities
Poverty	oppression	Adaptation	loss
Ethnocentrism	racism	Risk	alienation
Coping	adult	protective factors	quality of life
Resiliency	socialization	life stages	sexual orientation
social justice	social institutions	economic influences	childhood depression
multidimensional assessment	economic	childhood aggression	parenting styles
temperament	globalization	object permanence	externalizing problems
autism	parent training	emotional Intelligence	

XII: ASU and Related Policies

For information regarding course and college policies, please refer to the Course Policies link. Students are responsible for reviewing and complying with all ASU policies.

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>

COURSE OUTLINE

XIII. Required Textbook and Readings

Required Textbook & Readings

- Ashford, J.B., LeCroy, C.W., & Rankin, L. (2025). *Human Behavior in the Social Environment: A Multidimensional Perspective*. (7th edition) Pacific Grove, CA: Brooks/Cole (Chapters 1 through 6, note, you will use the rest of the book in SWG 502).
- Additional readings are available within Canvas.

Additional Recommended Book

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

The required material for this course, *Human Behavior in Social Environment*, will be provisioned as an e-book and made available at a discounted price significantly cheaper than if purchased directly from the publisher. If you wish to take advantage of this discounted group price, no additional action is needed. Following the drop/add period, a charge of \$48.50, plus tax, will post to your student account under the header “Digital Integrated Course Mtrl” and your access will continue uninterrupted.

If you'd rather purchase the material from an alternate source, you may choose to opt out of the program by using this link: <https://includedcp.follett.com/1230> *Enter your ASU e-mail address AS IT APPEARS IN THE ASU DIRECTORY (<http://asu.edu/directory>), then follow the instructions provided. Be aware that if you do opt-out, your access to the e-book will be discontinued.

TO ACCESS THE E-BOOK, CLICK ON THE BRYTEWAVE TOOL IN YOUR COURSE'S CANVAS SHELL. Please note: the ebook won't appear on your shelf until approximately 5 days prior to the start of classes. If you need assistance accessing the book or the opt-out portal, fill out the support request form: <https://forms.gle/uD4GhBxMoixnbwYx5>

*Link is campus specific:

Tempe/Online: <https://includedcp.follett.com/1230>

Poly: <https://includedcp.follett.com/1232>

West: <https://includedcp.follett.com/1233>

Downtown: <https://includedcp.follett.com/1234>

Technology Components

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following hardware and software packages:

- A functioning computer or mobile device, up-to-date within the last 5 years. Please note, some items on mobile devices may appear differently.
- A web browser, updated to the most recent version. Chrome, Mozilla Firefox, or Safari are the preferred browsers for accessing the course. *Internet Explorer is not recommended.*

- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone and speaker attached to your computer
- A word processing software, such as Microsoft Word, Apple Pages, or Open Office.
- You are responsible for having a reliable computer and internet connection throughout the course.

Deliverables

- All work submitted should be typed, unless otherwise noted. Students are responsible for ensuring they use compatible programs and that their work is readable when submitted. As an ASU student you are provided a free subscription to Microsoft Office 365. Word is the preferred format for all documents. <https://uto.asu.edu/asu-providing-microsoft-office-365-all-students-faculty-staff>

Statement of 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 about 18 hours per week engaging with the learning assignments (i.e., readings, online lectures and activities, assignments and assessments, and studying) for online classes that meet over a 7.5 week-semester.** 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.

XIV. Course Schedule & Plan of Instruction

Topics / Readings	Assignment	Submission dates by 11:59pm AZ Time
	Module 1: 1/13/2025 - 1/19/2025	
Chapter 1: <i>Introduction to Human Behavior in the Social Environment</i> Additional online readings and videos	Class Introductions Discussion 1 – Initial Post Discussion 1 – Reply Posts	1/17/25 1/17/25 1/19/25
	Module 2: 1/20/2025 – 1/26/2025	
Chapter 2: <i>The Multidimensional Framework</i> Additional online readings and videos	Discussion 2 – Initial Post Discussion 2 – Reply Posts	1/24/25 1/26/25
	Module 3: 1/27/2025 – 2/2/2025	
Childrearing Across the Life Span and in Global Communities (available in Canvas) Additional online readings and videos	Discussion 3 – Initial Post Discussion 3 – Reply Post	1/31/25 2/2/25
	Module 4: 2/3/2025 – 2/9/2025	
Chapter 3: Pregnancy, Birth, The Newborn Additional online readings and videos	Discussion 4 – Initial Post Discussion 4 – Reply Posts Quiz 1	2/7/25 2/9/25 2/9/25
	Module 5: 2/10/2025 – 2/16/2025	
Chapter 4: Infancy Additional online readings and videos	Presentation	2/16/25
	Module 6: 2/17/2025 – 2/23/2025	
Chapter 5: Early Childhood Additional online readings and videos	Reflective Essay	2/23/25
	Module 7: 2/24/2025 – 3/4/2025	
Chapter 6: Middle Childhood Additional online readings and videos	Final Reflection Quiz 2	3/2/25 3/2/25

XV. Assignments and Evaluative Procedures

Additional detail and requirements for assignments are available in the online course.

Weekly Discussions (1-4) (40%)
Why & What
Weekly discussions are provided to enable you as an online student to engage in a group dialogue on social work topics and the learning material. This is an opportunity to connect with your peers, to read about other people's perspectives, and to enhance your understanding and challenge your thinking. Learning should not take place in a vacuum; it is a communal experience, and the discussion groups are the selected platform for the online environment. Weekly discussions are delivered through YellowDig. This is a research supported platform that increases student engagement and participation. YellowDig reflects current methods of online social interaction. You can use emojis to respond to peer posts, you can add photos and videos, you can create a poll, and more. It is a highly interactive platform.
How
▪ First, type your answers into Word Doc. Then copy and paste to enter into YellowDig. ▪ Number your answers 1 – 4, DO NOT include the question in your answers. ▪ Enter YellowDig through a link in Canvas. ▪ Select the create post button then select the week you are posting. ▪ There is not a required word count per question and you should reply to a minimum of one peer. ▪ YellowDig has a suggested word count for each post and you will accumulate points for meeting this word count. However, your co-instructor has final discretion to increase or decrease YellowDig points based on the actual content of your post. Be intentional with the material you post – answer the questions thoughtfully and as concisely as possible.
When
Weeks 1, 2, 3, 4 Initial Posts due Mondays. Reply Posts due Wednesdays.
Where
YellowDig – linked in Canvas

Human Development and the Social Environment Presentation, Using The Multidimensional Framework

Human Development and the Social Environment Presentation (40%)	
Why	A multidimensional framework examines the biopsychosocial domains of a person, along with spiritual and cultural factors. This tool is used often throughout social work to explore the individual elements of a person and to observe how these are related and interconnected. This assignment builds a number of critical social work skills and helps build a foundation of knowledge. In social work, it is imperative to understand the interconnectedness of the biophysical, psychological, social, cultural and spiritual domains of a person. For example, key pieces of health information like recent illness or insomnia, can have a huge influence on someone's psychological and social experiences. Conversely, being socially isolated can have a major impact on someone's biophysical health as loneliness can be a killer.
What	Part 1 (biopsychosocial case summary and analysis) • Create a presentation (PowerPoint or similar format) of the information below. • Complete an interview on a child 11 or younger. • Summarize normative development in each domain. • Write an analysis of the child in each domain. • Write two case summaries of the child. Part 2 (social environment and development analysis) • Select a social determinant of health (SDOH) that has or might impact their development. • Summarize (at least) three peer reviewed journal articles related to the topic • Write an about the SDOH and the child's development • Create recommendations to support positive development in the child. • Write a personal analysis and conclusion. Detail Complete an interview on a child who is 11 years old or younger (the developmental domains in the course). You may NOT interview your own child or someone you are the primary caregiver for or someone in foster care. If you do not know someone in these developmental stages, ask your classmates, as many of them have young children. Obviously, if the child is young, the interview will be with the parent/caregiver. <i>Alternative option:</i> If you are new to social work and do not yet feel prepared to appropriately and ethically complete an interview for a class assignment, you may complete the assignment on a fictional character. Character options are listed in Canvas. <i>If you decide to use a movie character, you will have to infer and embellish in certain areas to complete the assignment.</i> Important Notes: As a social work student, be cognizant of the burden in asking someone to participate in a class assignment. Be thoughtful, courteous, and respectful of people's time, information, and well-being. Be cautious in what questions you ask and take care to not create an emotional burden on the people participating. A consent form for the caregiver to sign is available in Canvas.
How	

Below are details of what the presentation should include.

Part 1: Biopsychosocial Development and Case Summary

- Title slide
- Overview of presentation with an explanation of how the interview was completed (1 slide)
- Introduction to who the person is (de-identify information, **use a pseudonym and write that you are using a pseudonym**). (1-2 slides)
 - Include family composition, general demographic info
 - Any key information that provides context for the rest of the presentation (health concerns, family issues, etc).
 - Developmental themes for the age (for example, develop trust, develop independence, etc) (this is found at the start of the chapter).

In each section, you will summarize important aspects of this developmental domain. Also include information about noted risks and hazards for this domain.

- Biopsychosocial Summary (1-2) slides
 - Common experiences
 - Risks and Hazards
- Biophysical Analysis (1 slide)
 - How does the person's experiences relate to what is typical at this age? What did you observe that aligned with or was different for this area of development?
- Psychological Summary (1-2) slides
 - Common experiences
 - Risks and Hazards
- Psychological Analysis (1 slide)
 - How does the person's experiences relate to what is typical at this age? What did you observe that aligned with or was different for this area of development?
- Social Summary (1-2) slides
 - Common experiences
 - Risks and Hazards
- Social Analysis (1 slide)
 - How does the person's experiences relate to what is typical at this age? What did you observe that aligned with or was different for this area of development?
- Culture & Spiritual (1-2 slides)
 - What are common cultural and spiritual factors at this stage of development?
 - What did you observe that aligned with or was different for this area of development?
- Strengths & Challenges (1 slide)
 - Overall, what elements of the person's life promote their well-being and what might be some challenges to healthy and positive development?
- Case Summary (2-4 slides) **(one of the most important parts of the assignment!!)**
 - **Case Summary One:** write a short, subjective, not strengths focused case summary of the child.
 - **Case Summary Two:** write a thorough, objective, strength focused case summary of the child.

Part 2: Development in the Social Environment Topic

- Topic*.
 - Select a SDOH that you know has or could have an impact on the child's development. Explain the topic selected. (1 slide)
 - *If you want to pick something not listed as a SDOH reach out to your CI or the PI to discuss the topic.
- Literature review (3 slides, or more if more literature used)
 - Summarize each peer reviewed article.
 - Write about the type of study that was completed, what were the research questions, and what were the outcomes noted. What were the limitations?
- Analysis (2 slides)
 - Write about the selected topic has already or might impact the child's development. Remember, development consists of biophysical, psychological, and social elements. You can write about one area in detail or about all three. This section should be four to five paragraphs
 - You will discuss what has been observed or what you think could be the developmental outcomes.
- Recommendations (1 slide)
 - Based on your observations, what would you recommend for this child for positive growth and development (this can be something that is already being done or maybe some changes)
- Personal Analysis (1-2 slide)
 - What about this person's development and experiences surprised you, what challenged your perceptions, what implicit bias or ethnocentric view did you notice activated? What was the hardest part of the interview and learning process, what was the most impactful or best part of the interview and learning process?

When

Due Wednesday

Where

Canvas, module 5, assignments page

Social Work and the Social Environment Reflective Essay (10%)

Why

Exploring topics of interest and using a critical thinking and reflective lens is one of the most important skills you will continually sharpen throughout your social work practice. This reflective assignment offers you the chance to engage in reflective and critical thought without a specific outcome or format required – so that you can be explorative and curious.

What

Pick one of the topics below and write a reflective piece about how this relates to social work, the social environment, and how you think this relates to your future or your future social work practice. Include references that you used to help explore your thoughts. This paper should be at least one page in length, double spaced. This is a reflective essay, meaning the ideas can be written about as thoughts in progress, things you hadn't considered before, something that you are

actively wondering about and exploring, something you have seen firsthand from your life or work, etc. This does not have to be research supported – but if you reference something, cite it!

- Environmental and climate justice
 - Consider things like increased heat and those that are unhoused.
 - When cities rebuild after a significant weather event – do the areas become unaffordable to those that lived there previously?
 - How does a changing climate relate to migration and cities across the US?
 - There are notable variations in access to cleaning drinking water, sewage, and electricity in cities and states across the country. Who is impacted the most by these disparities.
- Energy demand of or bias in AI
 - Arizona is becoming home to AI centers which use *a lot* of energy and Arizona has an energy issue. ‘
 - As people use AI more and more, how does implicit bias in the tool impact people and the people they provide services to?
- A local or national legislative policy that has impacted people you work with or may impact them
- Another social work and social environment topic that you are interested in exploring further.

How

Submit a Word Doc or text directly into Canvas.

When

Week 6

Where

Canvas, module 6, assignments page

Final Reflection**What**

A final reflection due week 7.

How

Complete again the perceptions and beliefs survey you took in Module 1. You will reflect on any changes noted between the first time you answered and now. This is a reflection and should be insightful and engaging. You will identify one action item you wrote in discussion 1-4 and reflect on your experience with the action item. Where did you gain insight, in what ways did your perspective change, what new information did you learn, how did the action unfold?

You will not be graded but it is required – final grades will not post unless you submit the final reflection.

When

Week 7

Where

Canvas, module 7, assignments page

Quizzes (10%)
What There are two multiple choice quizzes in the course. <i>Quiz 1</i> The quiz covers material from Module 1 through Module 3 and focuses on information from the textbook. You may use your learning materials to support your success. You have thirty minutes to answer the questions. To prepare, make sure you are familiar with the material in Chapters 1-3 and that you have completed the weekly discussions. You can take the quiz twice and your highest score will be used. <i>Quiz 2</i> The quiz covers material from Module 3 through Module 7 and mostly focuses on information from the textbook. Also review the following articles to prepare: • A Report on Maternal Mortality in Arizona: 2012-2015Links to an external site. • https://www.propublica.org/article/for-black-families-in-phoenix-child-welfare-investigations-are-constant-threatLinks to an external site. You may use your learning materials to support your success. You have thirty minutes to answer the questions. To prepare, make sure you are familiar with the material in Chapters 3-7 and that you have completed the weekly discussions. You can take the quiz twice and your highest score will be used.
When Week 4 and Week 7
Where Canvas, module 4 and 7, assignments page

XVI. Grading

Grading Procedures

This course uses a combination a proficiency-based and point grading model, with an emphasis on proficiency. Point values for assignments are not high because we want students to focus on their progress, comprehension of material, and advancement of skill instead of on individual numbers. This a pedagogical choice to move away from a ranking system that promotes black and white thinking, competitiveness, all-or-nothing approaches, and that benefits certain learning styles over others. Further, strict grading does not mirror the real world of social work and does not promote optimal preparation for dealing with the complexity of people. The goal of this course is to engage students in critical thinking in order 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 first two assignments build your foundation for understanding the cornerstone of social work practice and prepare you for the final written paper, where you interview someone. The point of each of these assignments is for you to explore the multidimensional framework and how it is applied in real life.

Grading Scale

Individual assignments and activities are recorded as: (1) turned in on time / not turned in on time, (2) complete / incomplete, (3) exemplary proficiency / proficient / needs more work. You will be given a number for each assignment based on these three 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 most were done at an exemplary proficient level. A B grade will indicate that an assignment was not turned in and/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/or 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, Arizona Time. 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 1) directly on assignments or in the feedback to learner box or rubric in Canvas and 2) in discussion in YellowDig or in messages in YellowDig. 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 with feedback within 3-4 days after the reply post submission due date. Assignments one and two will be reviewed within 5 days after the due date.

XVII: Course Policies (Instructor Specific)

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. This class operates with a submission date and you are expected to submit assignments by that date. Students who consistently do not submit work complete and on time will receive an Academic Status Report.

If you need to submit an assignment later than the due date,

1. Email your co-instructor **before** the due date has passed indicating you need to submit the assignment late,
 2. Indicate when you will turn in the assignment following the guidelines below,
 3. Then email your co-instructor after the assignment has been submitted.
- **Initial discussion posts** may be submitted late **up to two days** but reply posts will not be included in the review because they come outside the time frame of the discussion. Discussions submitted beyond the three days will not be reviewed.

- **Presentation** may be submitted late up to **four days** after the due date. Review and feedback on late assignments may not come in time before the next assignment is due.
- **Paper assignments** will be marked as not turned in on time if submitted late (an automatic loss of points as noted in the rubric).

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.

Generative AI

Generative Artificial Intelligence (GenAI) is a form of artificial intelligence that can create high-quality audio, images, text, video, 3D models and other content. GenAI programs are not a replacement for human creativity, originality, and critical thinking. While adhering to any policies on the use of GenAI in this course, students utilizing GenAI content in their assignments, including in their practicum placements, must provide clear and comprehensive descriptions of the GenAI used. Students utilizing GenAI techniques should be aware of potential ethical implications and must adhere to relevant ethical guidelines and ensure that their work respects privacy and confidentiality. If the scholarly work involves human subjects, appropriate informed consent procedures must be followed. Scholarly work must be the student's own, and not present others' ideas, data, words or other material without adequate citation, i.e., any use of GenAI must not breach academic integrity and plagiarism standards. Students should be cautious of incorrect or inaccurate information, as well as bias in GenAI generated content; the use of person-first and bias-free language is critical. Review, fact-check, and edit material produced by GenAI. The student is ultimately accountable for all submitted work. If you're unsure about using GenAI, ask your instructor. If you are in doubt as to whether you are using GenAI appropriately in this course, reach out to your instructor.

Below is guidance on using AI programs **as a tool** in this class.

1. Use a footnote or “*” on the AI generated sections with the following footnote. Be aware of the second line which states that you have reviewed and edited the content and take ultimate responsibility for the accuracy of the information. “The author generated this text in part with GPT-3, OpenAI’s large-scale language-generation model. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication.”
2. Cite all the content that is produced by AI. See the two types of APA formatted citations below using OpenAI as an example.
 - a. *Paranthetical citation:* (OpenAI, 2023)
 - b. *Narrative citation:* OpenAI (2023)
3. Include a reference for each of the AI programs used. Here is the APA version of a reference for OpenAI as an example.
Reference: OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>
4. Incorporating any part of a GenAI generated response in a self-reflective assignment (Which means an assignment that asks for your OWN thoughts and opinions and how YOU can personally apply that information), is not allowed."

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.

The instructor will share a weekly time allocated for students to join a Zoom session as an informal, get to know each other and connect in 'real life' with each other. Students can bring questions about the course to this meeting if they want or they can use the time to connect with the instructor and each other.

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 DRC.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-727-1165 (Voice)

480-727-1009 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building (UCB), Room 130

602-543-8145 (Voice)

Downtown Phoenix Campus and ASU Online

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

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

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements

- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

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.

Instructor Responsibilities

- Be prepared for each week of the course. Provide well-developed learning modules, weekly announcements and supplemental materials when appropriate and needed.
- Be available to students over email and scheduled phone calls to hear comments about the course, to answer questions and provide additional support to increase student understanding of course material and expectations.

- Follow all guidelines set forth in the syllabus, including the grading timeline, communication expectations, utilizing grading rubrics to provide consistent and standard grading to all students.
- Provide constructive feedback on student assignments.
- Provide learning modules that are intellectually and personally challenging and safe for discussing and critiquing controversial issues and ideas.
- Support students in developing their understanding of course materials.

Student Resources

My ASU Service Center:

<http://my.asu.edu/service>

1-855-278-5080

Undergraduate Academic Advising:

<http://asu.force.com/kb/articles/FAQ/How-do-I-schedule-an-appointment-with-an-undergraduate-academic-advisor/>

ASU Email Guide:

<http://asu.force.com/kb/articles/Informational/ASU-Email-Guide/>

ASU Wireless Network:

http://asu.force.com/kb/articles/How_To/How-to-Connect-to-ASU-s-Network/

ASU Adobe Connect:

https://asu.service-now.com/kb_view.do?sysparm_article=KB0010602

Succeed Online

<http://succeedonline.asu.edu/>