Watts College of Public Service & Community Solutions
SCHOOL OF SOCIAL WORK

SWG 502 – Macro Human Behavior in the Social Environment
Fall 2024 Course Syllabus & Outline
Session B 10/16/24-12/06/24

I.   <u>**Name and Number of Course:**</u> SWG 502 – Macro Human Behavior in the Social Environment

Primary Instructor: Lela Rankin, Ph.D.
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Office: Room 217, Tucson campus
Office Hours: by zoom by appointment
Co-Instructors: Sarah Anderson (Murdock) (Section B), Michelle De Alba (Section C), Robert Erickson (Section D), Deborah Harper (Sections E & F), Jolene Joseph (Section G), Callie Lamers (Section H), Jill Lovill (Section I), Victoria Tsze (Section J), Melissa Turnbull (Section K), Deborah Webster (Sections L & M).

II.   <u>**Program Level:**</u> MSW 500 – Foundation Level

III.   <u>**Course Requirement**</u>

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

IV.   <u>**Land Acknowledgement**</u>
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.

V.   <u>**Statement of Inclusion**</u>
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

This course critically examines and applies macro theories and research knowledge to assessments of development from adolescence through late adulthood.

VII. Course Enrollment Requirement

Prerequisite(s): degree- or nondegree-seeking graduate student

VIII. Course Overview

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.

IX. Competencies/Learning Outcomes

EPAS Competencies	Course Objectives	Dimensions Measured in Course	Course Content and Assignment
Competency 1: *Demonstrate Ethical and Professional Behavior*	• 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:** • Module 2: Human Development in Communities and Organizations • Module 7: Critical Race Theory **Assignments:** • Critical Race Theory Narrative Life Map Presentation

EPAS Competencies	Course Objectives	Dimensions Measured in Course	Course Content and Assignment
Competency 2: *Engage Diversity and Difference in Practice*	• 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:** • Module 2: Human Development in Communities and Organizations • Module 7: Critical Race Theory **Assignments:** • Critical Race Theory Narrative • Life Map Presentation • Aging & Systems Paper
Competency 3: *Advance Human Rights and Social, Economic, and Environmental Justice*	• 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:** • Module 1: Introduction to Theories of Power • Module 7: Critical Race Theory **Assignments:** • Module 1 Discussion: Power Theory Assessment • Aging and Systems Paper
Competency 4: Engage In Practice-informed Research and Research-informed Practice	• Identify, describe, and critique research-based theoretical perspectives on organizational, communal, and institutional structures and processes relevant for assessing key developmental outcomes. • 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.	Knowledge Skills Cognitive and Affective Processes	**Course Content:** • Module 1: Introduction to Theories of Power • Module 7: Critical Race Theory **Assignments:** • Aging & Systems Paper

EPAS Competencies	Course Objectives	Dimensions Measured in Course	Course Content and Assignment
Competency 6: *Engage with Individuals, Families, Groups, Organizations, and Communities*	• 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:** • Module 1: Introduction to Theories of Power • Module 3: Adolescence • Module 4: Young Adulthood • Module 5: Middle Adulthood • Module 6: Late Adulthood **Assignments:** • Aging & Systems Paper • Module 1 Discussion: Power Theory Assessment • Module 3-5 Discussions: Developmental Stages Assessments
Competency 10: *Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across all practice levels and locations.*	• 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:** • Module 2: Human Development in Communities and Organizations • Module 7: Critical Race Theory **Assignments:** • Critical Race Theory Narrative • Life Map Presentation • Aging & Systems Paper

X.   Course Units

- Life Course theory and concepts
- Adolescence
- Young Adulthood
- Middle Adulthood
- Late Adulthood, death. and dying
- Critique concepts and theories of power
- Communities & Organizations: Theories, research knowledge, and types

XI.   Key Course Concepts

communtarian   new institutionalism
place community   regulative pillars of institutions
identificational community   normative pillars of institutions
resistance identity and community   cultural-cognitive pillars of institutions
project identity and community   social processes

sense of community	community competence
interest group community	class
bureaucracy	underclass
formal organization	network approach to community
scientific management	virtual community
human relations school	organizational environment
Theory X	institutional environment
Theory Y	theories of institutional change
scalar principle	contingency theory of organizations
interorganization relations	economic justice
power	POSDCORB—elements to manage
civil society	an organization (Luther Gulick)
institutionalization as an independent	puberty
and dependent variable	personal fable
moral development	cliques
peer groups	formal operations
concrete operations	psychological moriturium
loneliness	expressive communication
STDs	sexual response cycle
Caregiving career	type A personality
Menopause	step family
Type b personality	crystallized intelligence
Fluid intelligence	retirement
Dementia	

XII. ASU and Related Policies

For information regarding course and college policies, please refer to the Watts Course Policies link https://links.asu.edu/watts-course-policies

Students are responsible for reviewing and complying with all ASU policies.

XIII. 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.

Students are responsible for the material or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Other Expectations and Instructor Specific Policies

Tip for Success

- Check the course **daily**, to stay in touch with the material and activities
- **Read announcements and check email**! This is the only way your instructor can update you on course information.
- Create a **personal organization system** to keep track of due dates specified.
- **Communicate regularly** with your instructor and peers.
- **Create a study and/or assignment schedule** to stay on track.
- Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multitasking while studying.
- Learn about and use the student resources available to you! You can get free assistance from the ASU Library, IT Support, the Writing Center, and more.

XIV. **Required Textbook and Readings**
       Required Text

Linton, K. L., Rueda, H. A., & Williams, L. R. (2017). *Disability, intimacy, and sexual health: A social work perspective.* NASW Press. An applied supplemental topic to be discussed across the lifespan within an ecosystems theoretical perspective.

Ashford, J.B., LeCroy, C.W., & Rankin, L. (2024). *Human behavior in the social environment: A multidimensional perspective* (7th ed). Cengage Learning. (Chapters 7 through 10) ** 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.

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

Additional Required Content

Readings accessed in Canvas

- Overview of Order Theories vs Conflict Theories
  - o Langer, C. L. & Lietz, C. A. (2015). <u>Chapter 2 Ecological and Systems Theories</u>. In *Applying theory to generalist social work practice: a case study approach*. John Wiley & Sons, Inc.
  - o Langer, C. L. & Lietz, C. A. (2015). <u>Chapter 5 Conflict Theory</u>. In *Applying theory to generalist social work practice: a case study approach*. John Wiley & Sons, Inc.
- Application of 3 Conflict Theories in Social Work
  - o Empowerment Theory
    - ▪ Perone, A. K. (2024). <u>An historical case study of trans exclusion and empowerment: Implications for transgender older adults and agingLinks to an external site.</u>. *Journal of Gerontological Social Work, 67:5,* 660-686.
  - o Anti-Oppressive Theory
    - ▪ Chamberlain, J., Smith, S. C., & Perrott, D. (2024). <u>Using literature review to inform an anti-oppressive approach to community safety.Links to an external site.</u> *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, *10*(1), 45–54.
  - o Feminist Theory
    - ▪ Graf, M. , Ruiz, A. , Luebke, J. , Olukotun, O. , Kendrick, A. , Shaw, L. , Lopez, A. , Snethen, J. , Silvestre, E. & Mkandawire-Valhmu, L. (2022). <u>Application of postcolonial feminist theory, Chicana feminist thought, and Black feminist thought in analyzing the mental health needs of Latina migrant farmworkers.Links to an external site.</u> *Advances in Nursing Science, 45 (1),* 38-52.
- Critical Race Theory
  - o UCLA School of Public Affairs. (n.d.). <u>What is critical race theory?</u> Retrieved from <u>https://spacrs.wordpress.com/what-is-critical-race-theory/Links to an external site.</u>.
  - o Kolivoski, K.M., Weaver, A., & Constance-Huggins, M. (2014). <u>Critical race theory: Opportunities for application in social work practice and policy</u>. *Families in Society: The Journal of Contemporary Social Services, 94*(5), 269-276.
  - o Lechuga-Peña, S. & Lechuga, C. E. (2018). <u>Xicanisma/o and education: Counter storytelling and narratives to inform Latina/o Student Success</u>. *Affilia: Journal of Women and Social Work, 33(3),* 300-316.

Additional Optional Content
Readings accessed in Canvas

- Crudup, C., Fike, C., & McLoone, C. (2021). De-centering whiteness through revisualizing theory in social work education, practice, and scholarship. *Advances in Social Work, 2(3)*, 654-671.
- Parker, A. (2021). Reframing the narrative: Black maternal mental health and culturally meaningful support for wellness. *Journal of Infant Mental Health,* 1-15.
- East, J.F. & Roll, S. J. (2015). Women, poverty, and trauma: An empowerment practice approach. *Social Work*, *60*(4)*,* 279-286. doi: 10.1093/sw/swv030.

XV.   Course Schedule - Plan of Instruction

ACTIVITIES/ASSIGNMENTS	POINTS	DUE DATE
MODULE 0 Welcome to the Course **MODULE 1: Introduction to Theories of Power 10/16/24-10/26/24**		
Readings: • Course Syllabus • Review *Human Behavior in the Social Environment*-Chapter 1 • Additional readings and videos within the module	--	--
Discussion Module 0: Introduction Discussion Board	Yellowdig points	ASAP to unlock module 1
Discussion Module 1: Power theories Response to two (2) peers' posts	Yellowdig points	10/24/24 11:59pm MST 10/26/24 11:59pm MST
MODULE 2: Human Behavior in Communities and Organizations 10/27/24-11/2/24		
Readings: • *Disability, Intimacy, and Sexual Health*-Chapters 1 & 2 • Additional readings and videos within the module	--	--
Assignment: Life Map Presentation **Discussion** Module 2: Life Map Initial Post Response to two (2) peers' posts	30 Yellowdig points	10/31/24 11:59pm MST 10/31/24 11:59pm MST 11/2/24 11:59pm MST
MODULE 3: Critical Race Theory 11/3/24-11/9/24		
Readings: Readings and videos within the module	--	--
Assignment: CRT Narrative Assignment **Discussion** Module 3: CRT Narrative Initial Post Response to two (2) peers' posts	20 Yellowdig points	11/7/24 11:59pm MST 11/7/24 11:59pm MST 11/9/24 11:59pm MST

MODULE 4: Adolescence 11/10/24-11/16/24		
Readings: • *Disability, Intimacy, and Sexual Health*-Chapters 3-5 • *Human Behavior in the Social Environment*-Chapter 7 Additional readings and videos within the module	--	--
Discussion Module 4: Adolescence Initial Post Response to two (2) peers' posts	Yellowdig points	11/14/24 11:59pm MST 11/16/24 11:59pm MST
MODULE 5: Young Adulthood 11/17/24-11/23/24		
Readings: • *Disability, Intimacy, and Sexual Health*-Chapters 6 & 7 • *Human Behavior in the Social Environment*-Chapter 8 Additional readings and videos within the module	--	--
Discussion Module 5: Young Adulthood Initial Post Response to two (2) peers' posts	Yellowdig points	11/21/24 11:59pm MST 11/23/24 11:59pm MST
MODULE 6: Middle Adulthood 11/24/24-11/30/24		
Readings: • *Disability, Intimacy, and Sexual Health*-Chapter 8 • *Human Behavior in the Social Environment*-Chapter 9 Additional readings and videos within the module	--	--
Assignment: Aging & Systems Paper **Discussion** Module 6: Middle Adulthood Initial Post Response to two (2) peers' posts	40 Yellowdig points	11/30/24 11:59pm MST 11/28/24 11:59pm MST 11/30/24 11:59pm MST
MODULE 7: Late Adulthood 12/1/24-12/6/24		
Readings: • *Human Behavior in the Social Environment*-Chapter 10 • *Disability, Intimacy, and Sexual Health*-Chapters 9 & 10 Additional readings and videos within the module	--	--
Discussion Module 7: Late Adulthood Initial Post Response to two (2) peers' posts	Yellowdig points	12/5/24 11:59pm MST 12/6/24 11:59pm MST

Final Exam:	40	12/06/24 11:59pm MST
Last day of class 12/06/24		

XVI. Assignments and Evaluative Procedures

Your grades rare based on completion of assignments, activities, and course participation. Review individual assignments for grading criteria.

A. Assignments

Additional information regarding assignments can be found under Assignments in Canvas.

Yellowdig Discussions (70 points total)

We will be using Yellowdig for your class introductions and weekly discussions. Make sure to visit the SWG 502 Yellowdig Community right away to verify you have access and are able to participate.

Class Introductions

Here is where you will post either an introduction video or share a photo (or a few) so that your peers, myself and your co-instructors have a chance to get to know you. Because this is an on-line course, it's important we create and foster a strong sense of community and build rapport between each other. If you do an intro video, keep it to about two minutes in length. Remember, while informal, it should still be 'business casual' (i.e., not hanging out in bed, but being outside, in a cafe or library having unintended cameos by pets or kids are okay).   Help on how to upload videos can be found on the resource page. Include the following information in your introduction:

- Name you prefer to go by and your pronouns
- Where you are from or where you currently reside
- Something funny, unique or interesting about you
- What draws you to the social work profession (e.g., is there a specific population you hope to work with)
- What you hope to learn from this class

Personal Pronoun Sample Language: I will gladly honor your request to address you by an alternate, chosen name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
Please note: You can change your displayed name in some ASU systems including Canvas, Email, and Google Apps. Learn more about preferred name displays here:
https://students.asu.edu/forms/preferred-display-name
You can learn how to set personal pronouns in Canvas here: https://lms.asu.edu/how-set-personal-pronouns-canvas

Weekly Discussion

Throughout this course, you will participate in weekly discussions. The module content 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. *Initial posts* should be well-developed, use proper spelling, grammar and punctuation. Use complete sentences, bullet points can be utilized to list items, but should not make up the entirety of the post. *Response posts* should be substantive and move the conversation forward. Avoid simply agreeing with or liking a discussion post, rather, be intentional and thoughtful about your reply and add to the conversation. Discuss whether you agree or disagree in a constructive manner. Disrespectful dialogue is unacceptable, especially within the social work profession, and will not be tolerated. Personal sharing should be done so with educational and professional intent. Grading of the discussions are standardized by the use of a rubric and points are earned by your full engagement in the learning process as well as a word limit. Specific or unique guidelines will be posted on the individual discussion. Initial posts are due two days prior to the reply post due date. Specific due dates are included in the course calendar.

Life Map Presentation (30 points)

Using an empowerment perspective, you will create a life map that visually depicts the personal changes and transitions that you have experienced in your life that have led you to where you are today. Your life map will be an online presentation – using any of the methods listed on Canvas – and will include photos, drawings, video, a collage, or any other creative way you chose to display the required 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 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.

Guidelines:
- You will select a minimum of three events, including a visual and a description for each.
- Timelines are marked by events (minimum of 4), including your age and developmental stage for each event or transition point
- Include the system(s) impacted and at least 3 different levels of influence (e.g., experienced discrimination (macrosystem), father lost his job (exosystem), and had a secure relationship with mother (microsystem)).
- Include a thoughtful description of the event and how it impacted your life trajectory
- Show what you learned from participating in this activity
- Interact with the other life maps and discuss how it relates to your own (creating consciousness raising, resilience, etc.).

Lifemaps will be submitted on Canvas for grading. You will also submit your life map as a post in Yellowdig for the interactive portion of this assignment. Grading of the life map is standardized by the use of a rubric and points are earned by your full engagement in the learning process.

Aging & Systems Paper (40 points)

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 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. Make sure you disclose your relationship to your interviewee and how it may bias your findings.

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.

Your research paper will cover the following areas:
- 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 should use first person. The paper should be 5-8 pages of writing, not including the title page or references.

Grading of the Aging & Systems Research Paper is standardized by the use of a rubric and points are earned by your full engagement in the learning process.

Critical Race Theory Presentation (20 points)
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. Grading of the video and responses are standardized by the use of a rubric and points are earned by your full engagement in the learning process.

Final Exam (40 points)
The final will be based on class lectures and assigned readings. It will be 40 multiple-choice questions and students can take it anytime once it is open (it will be open 6 days prior to the due date). It will be a timed exam (open for 2 hours).

Summary of Graded Assignments

Assignment	Due Date	Points
Yellowdig Discussions	Weekly	70
Life Map Presentation	10/31/24	30
Critical Race Narrative	11/7/24	20
Aging & Systems Paper	11/30/24	40
Final Exam	12/6/24	40
Total		**200**

Late Assignment Policy

It is important to complete each assignment in order before moving on to the next one, as each assignment builds upon the previous one. Assignment due dates and times are listed on the Course Outline and in Canvas.

It is the expectation that students, 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 your posts on times detracts from your learning opportunity and reduces the learning environment for your cohort. Students who do not submit work on time, may receive an Academic Status Report.

- **Yellowdig posts** after the week it is due date **will not be graded**. Additionally, yellowdig posts submitted in advance of the week it is due **will not be graded.** Yellowdig resets each week so therefore, it is important to submit your posts and replies during the week that it is due.
- **Assignments** submitted late up will result in a 10% reduction in points per day. Assignments will not be accepted beyond 5 days late.

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.

B. Grade Scale

This course does not use a +/- grading system. Rather, final letter grades will be award as defined in the table below:

Grade	Percentage	Points Range
A	90.00% – 100.00%	180-200
B	80.00% – 89.99%	160-179
C	70.00% – 79.99%	140-159
D	60.00% – 69.99%	120-139
E	Below 60%	119 and below

XVII. Grading

An "**A**" grade at the graduate level means that a student is doing **outstanding** or **excellent** work, in which a student attends class regularly (for online students, they frequently check announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments and demonstrates a thorough grasp of the material. The student actively participates in class discussions and activities. To receive an "A" grade a student must go *above and beyond* the basic expectations for the course.

A "**B**" grade at the graduate level means that a student is going **at least satisfactory** work, and meeting the minimum requirements for the course. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for

points of clarity), hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. The student participates in class discussions and activities. In most courses, a majority of students would be expected to achieve at the "B" or "C" level.

A "**C**" grade at the graduate level means that a student is doing **inconsistent** work. The student does not attend class regularly (for online students, they do not frequently check course announcements and/or course messages; students do not reach out to their instructor with any

questions or inquiries for points of clarity), fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts. The student sometimes participates in class discussions and activities.

A "**D**" or "**E**" at the graduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts. The student does not participate in class discussions and activities.

A "**EN**" (Failing never participated) grade at the graduate level means that a student is failing the course as a result of not participating or turning in assignments

A "**EU**" (Failing did not complete) grade at the graduate level means that a student did some work in the course, but is failing as a result of not completing all of the course assignments

A **"I"** (Incomplete) grade at the undergraduate level is given by the course instructor when a student is otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond their control. Students are required to arrange with the instructor for the completion of the course requirements. The arrangement is recorded on the Request for Grade of Incomplete form. Students do not re-register or pay fees to complete the course. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of "I" is recorded. When the student completes the course, the instructor must submit an online grade change request. If a student receives an "I" in a graduate course (500-level or above) their "I" grade will become a permanent part of the student's transcript if they do not complete the course within one year, and they will have to reregister and pay fees to repeat the course for credit.

A "**NR**" (No Report) grade simply means that a grade has not yet been reported. Once final grade processing takes place for the semester, most classes will have an actual grade posted instead of the "NR". If an "NR" grade appears for a course in a prior semester, students should contact the instructor of the course to find out why a final grade was not recorded.

A **"W"** (Withdrawal) means that a student withdrew from a class after the first week of school; students receive a mark of "W" on their transcript and earn no credit or grade for withdrawn classes.

A **"Y"** (Satisfactory) grade is generally used as a grade for successfully completed internships, projects, readings and conference, research, seminars, theses, dissertations, and workshops. Students earn hours for a "Y" grade, but the grade is not used for computing their GPA.

A **"XE"** (Academic Dishonesty) grade denotes failure due to academic dishonesty and is treated the same as an "E" for the purposes of GPA, course repeatability, and academic standing determination. A student may not avoid any penalty for academic dishonesty by withdrawing from a course. A student may be reinstated to a course to receive a penalty of a reduced or failing grade or XE. The grade of XE may only be assigned in accordance with ASU's Student Academic Integrity Policy, and not as part of the normal end of the semester grading process.

XVIII. Course Policies (Instructor Specific)

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.

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.

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

Per the University Policy for Student Appeal Procedures on Grades, 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 School Director's official designee, which may include the School's Academic Grievance Officer or the Associate Director of the School.

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.

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. The ASU Library Guide provides guidance: https://libguides.asu.edu/c.php?g=1311696&p=9756477.

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.

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.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at http://my.asu.edu or the Canvas home page at https://asu.instructure.com/

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

- **Computer System:** Windows or Apple desktop or laptop computer manufactured within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses.
- **Operating System:** Windows-based computers should be running the most recent version of Windows. Apple computers must be running a recent version of macOS. For operating systems recently released (the last few months), consider maintaining the next most recent release for a few months until bugs in the OS have been addressed.
- **Required Software:** Microsoft Office 365 (available for all students at ASU); Adobe Acrobat Reader DC (free)
- **Web Browser:** Use a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer.
- **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection.
- **Speakers and a microphone:** Built-in, USB plug-in, or wireless Bluetooth. A headset with microphone is recommended for privacy and clarity of audio.
- **Webcam:** Built-in or USB plug-in

Detailed Requirements by Application:
- Canvas LMS computer requirements

Need Help? Students needing help with technical issues can contact a 24/7 live chat service at contact.asu.edu or My ASU Service Center for help.

You can also call 1-855-ASU-5080 (the ASU technology helpline) or click on the Help link in Canvas.

IMPORTANT NOTE: Sometimes Canvas does not work well if you are using Internet Explorer as your browser. In order to avoid problems, particularly when you are watching videos or completing assignments, open the internet with a different browser such as Mozilla or Google Chrome. You can download either for free (see links below). http://www.mozilla.com or https://www.google.com/intl/en/chrome/browser/

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.***

Communication
Response Time
Emails will generally be responded to within 48 hours, however, emails sent on Fridays may not be responded to until Monday. Correspondence sent over the weekend will be replied to Monday or Tuesday. It is expected that students read through all assignment descriptions at the start of the course and bring up questions sooner rather than later. 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. Q&A Board posts submitted Monday through Thursday will be answered within 24 hours, and sooner when possible. Questions posted Friday through Sunday will be answered on Monday.

Email Communication
All correspondence with the instructor should be respectful and professional. The instructor 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.

Office Hours
Meeting with the course instructor may be done so through 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.

Submitting Assignments
All assignments, unless otherwise announced by the instructor, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email. <u>If you use Google Docs or Pages, be sure to export it to a PDF or .docx before you submit to correct formatting issues.</u> Google docs and Pages do not translate their formatting to Canvas, so you must ensure your document is correct before uploading. You only need to use one space after a period.

Pacing
This course is designed to encourage the absorption of content and interaction throughout the session. Though you can review content, read ahead, and complete assignments ahead of schedule, you may miss valuable feedback from earlier assignments.

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.

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, announcements, and the course site often.