COURSE DESCRIPTION: SLWK 610 Human Behavior in the Social Environment II
Semester Course: 3 lecture hours. 3 credits. Prerequisite: SLWK 601
- Second of two foundation courses on human behavior in the social environment, covering the life course from conception through late adulthood and/or death.
- Includes the influences of biological, psychological, spiritual, economic, political, and sociocultural forces on individual and family coping and adaptation.
- Provides a multidimensional, multicultural perspective on the behavior of individuals and families, based on theory and research.
- Examines contemporary challenges facing individuals and families at various life stages, identifying the risk and protective mechanisms that influence development.
- Focuses attention on the impacts of oppression, as well as racial, ethnic, class, cultural, disability, sexual orientation, and gender diversity on human behavior, and the reciprocal nature of interactions of individuals, families, and other social systems in a multicultural society.

COURSE LEARNING UNITS
Unit I. Conceptual Base: Developmental Perspective
- The individual life cycle
- The family life cycle
- A life course perspective
- Risk, protection, and resilience

Unit II. Conception, Pregnancy, and Childbirth
- Challenges around conception
- Technology and conception
- Prenatal development and pregnancy
- Childbirth
- Risk and protection during conception, pregnancy, and childbirth
- Conception, pregnancy, and childbirth in special populations
Unit III. *Infancy, Toddlerhood, and Early Childhood*
- Developmental milestones
- Attachment processes
- Temperament
- Brain development
- Child care
- Child maltreatment
- Foster care and adoption
- Theories of infancy, toddlerhood, and early childhood

Unit IV. *Middle Childhood*
- Formal schooling and the development of self
- School and self-evaluation
- Parent-child-school triangle
- Peer relations, peer acceptance, and peer rejection
- Spiritual development
- Gender and race identity
- Foster care and adoption
- Social adjustment problems
- Child maltreatment
- Theories of middle childhood

Unit V. *Adolescence*
- Biological development
- Identity formation and self-concept
- Spiritual development
- Parent-adolescent-peer triangle
- Peer relations and group membership
- Sexual identity and sexual orientation
- Sexual decision making and its consequences
- Dating violence
- Delinquency
- Theories of adolescence

Unit VI. *Young Adulthood*
- Intimacy and partnering
- Career and employment
- Reproductive issues
- Spiritual development
- Parenting, childbearing and child rearing
- Gender and life course trajectories
- Intergenerational relationships
● Theories of young adulthood

Unit VII. Middle Adulthood
● Changing demographics, culture, and role expectations
● Biological changes
● Personality change versus personality stability
● Spiritual development
● Career, employment, and planning for retirement
● Intergenerational relationships
● Reassessments and reworking of life events in the life course
● Theories of middle adulthood

Unit VIII. Later Adulthood and Death
● Changing demographics, culture, and role expectations
● Biological changes
● Society’s response to aging
● Spiritual development
● Adjustment of multiple losses (relationships, roles, health, identity)
● Care recipient/caregiver issues
● Elder abuse and victimization
● Health promotion and challenges
● Institutionalization/residential care
● Theories of late adulthood, loss, and grief

COURSE COMPETENCIES AND PRACTICE BEHAVIORS
The course objectives listed below correspond to competencies comprising generalist social work practice as outlined by the Council on Social Work Education in the 2015 Educational Policy and Accreditation Standards (EPAS). The complete description of EPAS competencies is available here.

Upon successful completion of this course, the student will be able to:

Competency 2.1.1 – Demonstrate ethical and professional behavior
● P. B. 2.1.1 a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

Competency 2.1.2 – Engage diversity and difference in practice
● P. B. 2.1.2 a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
• P. B. 2.1.2 b. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, International Federation of Social Worker’s/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
• P. B. 2.1.2 c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 2.1.7 – Assess individuals, families, groups, organizations, and communities
• P. B. 2.1.7 a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
• P. B. 2.1.7 b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
• P. B. 2.1.7 c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
• P. B. 2.1.7 d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 2.1.8– Intervene with individuals, families, groups, organizations, and communities
• P. B. 2.1.8 b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

COURSE FORMAT
This course is designed to incorporate a variety of teaching methodologies so as to be engaging and responsive to student needs and interests. Learning activities may include: reading, writing, podcasts, videos, large group discussions, small group activities, guest lectures, and student presentations. Students are encouraged to provide feedback on the course structure and format both informally and through formal course evaluations. Adjustments may be made to the course outline and calendar as needed to ensure the best possible learning outcomes for students, and all changes will be communicated in writing via email and/or the course rampages site.

COURSE GROUND RULES
The instructor and students will develop these together during the first class session.

REQUIRED TEXTS
The following text is required for the course:

Students will also be assigned to read one of the following memoirs:

- Bragg, R. (1997). *All over but the shoutin’*.

I recommend that students also purchase:

INSTRUCTOR POLICIES

**Attendance and Participation**

All participants in this course are partners in the learning process who depend upon one another in order to master course content and meet course objectives. Additionally, the discussions and activities that take place during course sessions comprise a valuable and irreplaceable component of the learning process. As such, attendance at and participation in class sessions is imperative for successful course completion.

Participation may look different for every student. Not everyone is comfortable speaking in large group discussions, but students are expected to demonstrate engagement in class discussions through active listening. There will be ample opportunities for verbal participation in small groups or partner discussions as well. Participation will also be demonstrated through engagement in class activities and exercises, which may include written reflections, art projects, and group polls. Your participation will be accounted for in the Professionalism assignment grade as detailed in the Assignments section.

If you are unable to attend a class session or will arrive late, please notify the instructor via email as soon as possible to determine if alternate arrangements can be made. Unexcused absences will result in a deduction of points from the Professionalism assignment grade as detailed in the Assignments section below. Because course objectives cannot be met when a student has excessive absences, **four or more**
**absences** (whether excused or unexcused) will most likely result in a failing final grade for the course.

**Preparation for Class Sessions**
Students are expected to complete all preparation activities listed on the course calendar and the Week by Week section of the course website in advance of class sessions. These activities generally include required readings and Google Form submissions. These preparation activities impart valuable content knowledge and provide a foundation for the discussions and activities done during class sessions. Failure to complete the preparation activities will impact the participation component of the Professionalism assignment grade as detailed in the Assignments section.

**Use of Technology**
Students are encouraged to use technology to enhance their learning and reduce their environmental impact. Students are welcome to use laptops or tablets in class to take notes or refer to readings and other resources. However, **students should make every effort to ensure that their use of technology does not interfere with their engagement in class sessions or their respectful attentiveness to peers.** Lack of attentiveness due to technology use may result in a deduction of points from the participation component of the Professionalism assignment grade.

**Submission of Assignments**
Completed assignments must be submitted before class begins on the assignment due date. Written assignments should be submitted to the instructor via email as an attached Microsoft Word document. Assignments should be saved with a file name using the following format: StudentLastName_CourseNumber_Assignment. For example, I would submit the “School” assignment using the file name Casey_610_SchoolAssignment. Other assignments may be submitted via the Course Rampages site as detailed in the assignment instructions. Unless otherwise indicated, there is no need to submit hard copies of assignments. The instructor will return feedback to the student electronically as well.

Late submissions will result in a deduction of points from the Professionalism assignment grade. **Assignments will not be accepted more than 24 hours after the specified due date. Assignments not submitted within 24 hours of the due date will earn a grade of zero.**

As adult learners with busy lives, situations sometimes arise which make it difficult for students to meet assignment due dates. To accommodate such situations, each student
may have **one 48 hour extension** to use for the assignment of their choice. The student must notify the instructor by the assignment due date that the extension is being used.

**APA Style Writing is Required for All Assignments**

APA style is the style of writing required by the American Psychological Association. APA style is more than correctly citing your references. APA is a style of writing that is organized, concise, and has parameters for format, syntax, grammar, sentence structure, paragraph organization, and use of non-biased language, which is in line with basic social work values. It is expected that you will use APA style formatting throughout all of your papers not only in this course but every course. The only allowable exception to APA style is that students may choose to use the gender-neutral pronouns “they” and “them” rather than gender-specific pronouns. Please refer to the APA publication manual for additional guidance. The Online Writing Lab at Purdue University also offers a detailed guide to APA formatting that students may find useful.

**Evaluation and Grading Policies**

**Grading of Student Work:**

Each assignment will be assigned a grade between 0 and 100 according to its corresponding rubric. The assignment grades will be computed into a percentage of the final grade as outlined in the Assignments section of the syllabus. Grades will be communicated through email. If you have questions or concerns regarding the grading of an assignment, please contact the instructor within one week of receiving the graded assignment to ensure a timely resolution to the issue.

**Grading Scale for this Course:**

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- Below 60 = F

VCU School of Social Work faculty members support the following general guidelines for the evaluation of student assignments.

“A” work is seen as an outstanding performance on all or almost all aspects of an assignment. “A” work is likely to reflect high levels of synthesis and critical
analysis, be particularly creative, and/or demonstrate high levels of self-awareness and/or personal insight.

“B” work is of good to very good quality on all aspects of the assignment. “B” work is typically a satisfactory, well-thought response to the assignment and demonstrates few problems or gaps in meeting the requirements.

“C” work suggests that the basic requirements of the assignment might be met but that some parts of the assignment are not adequately developed. In many standards of academic performance, “C” work is acceptable as an adequate measure of student performance; however, “C” work does not support the school’s standard of quality.

“D” work is below average to poor and does not constitute acceptable work. Similarly, “F” work reflects a complete failure to address the assignment’s defined criteria or expectations.

Communication with Course Instructor
Students are encouraged to contact me, the course instructor, at any time throughout the semester to discuss questions or concerns. I am available if students would like to:

- ask questions about course material or assignments
- review graded work
- discuss topics related to the course or the social work profession

The preferred and most reliable method of communication is email, which I check on a regular basis. Although I will make every effort to respond promptly, I may not respond to emails sent after 9 p.m. until the following day. I am also available to talk by phone and meet in-person by appointment.

RESOURCES

Course Resources
Course Rampages Site
The course rampages site is the official hub for all course materials and communication. The most updated information about course content and scheduling can be found on the website. Students are encouraged to bookmark and check the homepage regularly for course announcements. The following additional content is available on the course rampages site:

- Course syllabus with instructor and university policies
- Updated, synchronized course calendar, including assignment due dates
- Detailed information on assignments and grading
- Weekly course content, including required class session preparation materials

Course Google Calendar
The course Google calendar provides the most updated information on class meeting times and locations, assignment due dates, and other important dates. Students are encouraged to add the course calendar to their own set of Google calendars.

VCU Libraries
VCU Libraries offers a wealth of resources to support students in their studies. Nita Bryant is the librarian assigned to help students in the School of Social Work. She is a great resource if you have a specific question that cannot be addressed through resources already available on the VCU Libraries website.

Academic Resources
Graduate academic work can be very demanding, so utilizing available resources can greatly enhance your learning and academic performance. VCU offers a variety of academic resources for students, a few of which are linked below:

- Writing Center
- VCU Libraries
- Technology helpIT Center
- School of Social Work Office of Student Success
- Disability Support Services

For a comprehensive list of student resources, visit the student resources page of the VCU website.

The Online Writing Lab at Purdue University offers a detailed guide to APA formatting. Refer to this website to ensure your writing conforms to APA style, which is required for all written assignments in the course.

Wellness Resources
Physical and emotional wellness is the foundation for optimal academic performance as well as a meaningful and healthy life. VCU provides a wide range of resources to support student wellness, a few of which are linked below:

- University Counseling Services
- The Wellness Resource Center
- Student Health Services
- Recreational Sports
For a comprehensive list of student resources, visit the student resources page of the VCU website.

ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Due Date</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Risk and Resilience Paper</td>
<td>2/10/17</td>
<td>15%</td>
</tr>
<tr>
<td>Life Course Challenge Resource Project</td>
<td>Variable</td>
<td>15%</td>
</tr>
<tr>
<td>Family Life Cycle and Resilience Group Project</td>
<td>3/31/17</td>
<td>20%</td>
</tr>
<tr>
<td>Diversity Over the Life Course Paper</td>
<td>4/14/17 (outline)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>4/28/17 (final)</td>
<td></td>
</tr>
<tr>
<td>Self-Reflection on Course Competencies</td>
<td>4/28/17</td>
<td>5%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
</tbody>
</table>

Applied Risk and Resilience Paper  (Assignment 1)

*Competencies Addressed:*
2.1.2 – Engage diversity and difference in practice
2.1.2 – Assess individuals, families, groups, organizations, and communities
2.1.8 – Intervene with individuals, families, groups, organizations, and communities

*Assignment Background:*
Recent social work research has focused on risk, protection, and resilience to understand human behavior. Available research suggests that some risk and protective factors are common to a variety of problems of living or certain populations. Social workers can conceptualize risk and protective factors in terms of the biopsychosocial-spiritual framework, identifying biological risk and protective factors, psychological risk and protective factors, social risk and protective factors at several levels, and spiritual risk and protective factors.
Assignment Instructions:
Write a short paper examining risk and resilience in the experiences of an individual client from your current field placement or past social work practice.

- In approximately one paragraph, provide a clear definition of the concepts of risk and resilience and identify their relevance for social work practice.
- In approximately one paragraph, provide a description of the social work agency or organization where you encountered this client. Describe the demographic information of the client and their reason for pursuing social work services.
- In approximately one and a half pages, use the biopsychosocial-spiritual framework as a guide to identify risk and protective factors in each domain of the client's life.
  - These risk and protective factors need not relate directly to the client’s presenting issue, but should be relevant to the client’s overall functioning and well-being.
  - Use research from peer-reviewed sources to support your classification of client characteristics as risk or protective factors.
- In approximately one paragraph, discuss how issues of social and economic injustice may have contributed to risk factors for this client. Use research to support your assertions.
- In approximately one paragraph, highlight at least two theoretically-based intervention approaches that might help promote resilience in this client. Provide a rationale for your selections.
- Your paper should not exceed four pages in length. Your paper should include a title page, abstract, and reference list, none of which count toward the four page limit. You must include a minimum of five peer-reviewed sources.

Grading Rubric:
- Paper content addresses all components of the assignment, demonstrates critical thinking, and illustrates comprehension of core concepts - 40 points
- Paper demonstrates scholarly use of the literature as evidenced by appropriate use of relevant, current citations and paraphrasing and inclusion of references - 40 points
- Paper demonstrates professional writing style as evidenced by adherence to APA formatting guidelines, sentence fluency, smooth transitions, correct grammar and spelling - 20 points

This assignment comprises 15% of final course grade.
Life Course Challenge Resource Project (Assignment 2)

Competencies Addressed:
2.1.2 – Engage diversity and difference in practice
2.1.8 – Intervene with individuals, families, groups, organizations, and communities

Assignment Background:
Social workers often serve as information brokers for their clients, providing clients with access to valuable information and resources related to issues encountered across the life course. This assignment allows you to exercise creativity while also developing a useful product for clients at your field placement.

Assignment Instructions:
Create an informational pamphlet, brochure, or poster about a life course challenge relevant to a population that your field placement serves. For example, if you work at a reproductive health clinic, you may choose to develop a resource about infertility.

- In clear, accessible language, your informational product should provide an overview of the chosen life course challenge, highlighting information relevant for your target population. For example, you may choose to discuss possible causes of the challenge, statistics illustrating the scope of the challenge, or available resources for addressing the challenge.
- You should include at least three references in your product. All sources should be reputable, as well as accessible to the general public should a client wish to refer to them for additional information.
- Your final product should be aesthetically pleasing and visually engaging.
- In addition to your product, submit a report of approximately 600 words describing your creative process and plan for dissemination.
  - Describe your field placement agency and the target audience for your informational product.
  - Provide a rationale for selecting the life course challenge on which you chose to focus your informational product. Describe the relevance of this issue and this particular life stage for your target audience. Use literature to support your rationale.
  - Describe your creative process and provide rationales for the creative choices you made.
    - Why did you choose the format you did?
    - Why did you choose the font or colors that you did?
    - What tools did you use to create your product and why?
○ Describe how you think your informational product could be useful for members of your target population.
○ Outline a potential plan for dissemination of your informational product, even if this plan is purely hypothetical. (Should you choose to disseminate your product, please obtain permission from your field supervisor or other appropriate parties at your field placement agency.)
○ Your report should use formal language and adhere to APA formatting guidelines.

- Please submit your informational product as a PDF via the course Rampages site. The accompanying report will also be submitted via the Rampages site through a form with a text box. You may wish to draft your report in a word processing program, then copy and paste it into the submission form.
- Your informational product will be due **one week after** course content covers the life stage related to your chosen life course challenge. For example, if your product addresses a life course challenge related to the life stage of early childhood, your product would be due no later than 7:59 a.m. on the Friday immediately following the class session in which we discuss early childhood.
  ○ At the beginning of the semester, students will submit a Google Form indicating their intended target submission date for this assignment.

**Grading Rubric:**
- Informational product gives a clear, compelling response to assignment instructions, highlighting relevant information regarding chosen life course challenge - 40 points
- Informational product demonstrates originality and creativity; informational product is visually engaging and appropriate for target audience - 20 points
- Informational product demonstrates scholarly use of references - 20 points
- Report demonstrates critical thinking and thoughtfulness while addressing all aspects of assignment instructions - 20 points

**This assignment comprises 15% of final course grade.**

**Family Life Cycle and Resilience Group Project (Assignment 3)**

**Competencies Addressed:**
2.1.1 – Demonstrate ethical and professional behavior
2.1.2 – Engage diversity and difference in practice
2.1.2 – Assess individuals, families, groups, organizations, and communities
2.1.8 – Intervene with individuals, families, groups, organizations, and communities

Assignment Background:
Course content has provided an overview of the family life cycle and family resilience. For this assignment, you will collaborate with a group of peers to apply course concepts to an extended case study from a memoir.

Assignment Instructions:
● In the beginning of the semester, you will be assigned to read one of the following five memoirs:
  ○ Bragg, R. (1997). *All over but the shoutin’*. 

● Using the McGoldrick and Carter (2003) reading as a guide, consider how the family in the memoir exemplifies various stages of the family life cycle.
  ○ Support your conclusions with details and examples from the memoir.

● Using the Walsh (2003) reading as a guide, assess to what extent the family in the memoir demonstrates the key processes of family resilience: belief systems, organizational patterns, and communication/problem solving.
  ○ Support your conclusions with details and examples from the memoir.

● In a twenty minute class presentation, present the following information:
  ○ Brief overview of the memoir, identifying key people in the story
  ○ How the family exemplifies the family life cycle (or not)
  ○ How the family demonstrates family resilience (or not)
  ○ How culture and other environmental factors have influenced this family in terms of its progression through the life cycle or its demonstration of resilience
  ○ Social work interventions that might help promote resilience in this family

● Students are expected to collaborate with their peers in a professional manner, with each group member making an equitable, substantive contribution to the presentation.
  ○ After presentations have concluded, students will submit a Google Form with feedback about their group members. The instructor will consider this feedback when assigning points for the final criterion on the grading rubric pertaining to professionalism. As such, group members may not receive identical points for this grading rubric criterion. Group members will receive the same points for all other grading rubric criteria.
Grading Rubric:

- Presentation demonstrates critical thinking, comprehension of course concepts, and thoroughness in response to assignment instructions - 60 points
- Presentation is creative and engaging; visual aides, learning tools, and props are innovative and appropriate in their promotion of learning - 20 points
- Student demonstrated professionalism throughout the group process and the presentation - 20 points

This assignment comprises 20% of final course grade.

Diversity over the Life Course Paper (Assignment 4)

Competencies Addressed:
2.1.2 – Engage diversity and difference in practice
2.1.2 – Assess individuals, families, groups, organizations, and communities
2.1.8 – Intervene with individuals, families, groups, organizations, and communities

Assignment Background:
Social workers attend to the diverse pathways that may be traveled in the human life course. This assignment provides an opportunity to focus in greater depth on how members of specific groups may experience stages of the life course.

Assignment Instructions:
Write a paper comparing and contrasting the experiences of members from two specific groups across the life course.

- In approximately one paragraph, provide an overview of the life course perspective, defining the concepts of “life event” and “transition.” Discuss the relevance of this perspective for social work practice.
- In approximately one paragraph, identify the two specific groups upon which you will focus your paper.
  - These groups may be based on a demographic category, such as race, social class, gender, or sexual orientation, or some combination of categories, such as Asian-American lesbians. Alternately, you may chose to focus on a group which experiences a specific challenge, such as intellectual or physical disabilities, substance abuse, or mental illness.
  - Be certain to choose two groups that are distinct enough from one another to allow for a rich analysis.
Provide a brief rationale for your choice of groups.

- In approximately five pages, compare and contrast the experiences of these two groups across five of the nine life course stages discussed in class.
  - Consider how life events and transitions differ between these two groups across life stages.
  - Consider how culture and other environmental factors influence the experiences of these two groups.
  - Use research from peer-reviewed sources to support your discussion.
- In approximately one paragraph for each group, highlight the implications of your discussion for both micro and macro social work practice.
- Your paper should not exceed eight pages in length. Your paper should include a title page, abstract, and reference list, none of which count toward the eight page limit. You must include a minimum of ten peer-reviewed sources.
- An outline of this assignment is due two weeks before the final assignment due date. Please bring a hard copy of your outline to class on 4/14/17.

Grading Rubric:
- Paper content addresses all components of the assignment, demonstrates critical thinking, and illustrates comprehension of core concepts - 60 points
- Paper demonstrates scholarly use of the literature as evidenced by appropriate use of relevant, current citations and paraphrasing and inclusion of references - 25 points
- Paper demonstrates professional writing style as evidenced by adherence to APA formatting guidelines, sentence fluency, smooth transitions, correct grammar and spelling - 15 points

This assignment comprises 25% of final course grade.

Self-Reflection on Course Competencies (Assignment 5)

Competencies Addressed:
2.1.1 – Demonstrate ethical and professional behavior

Assignment Instructions:
Competent, reflexive social work practice requires constant self-assessment and self-reflection. As you near the end of your first year in the MSW program, spend some time reflecting upon your intellectual, emotional, and practical growth over the last few months. For each of the competencies for this course, briefly summarize what you view
as your current strengths and your areas for improvement. Also comment on any significant changes you’ve noticed in these areas since the beginning of the semester.

Submit your reflection via the Google Form embedded on the course Rampages site. The maximum number of words allowed for each competency is 150 words. You may wish to draft your responses in a word processing program, then copy and paste them into the response fields.

Grading Rubric:

- Responses address every aspect of assignment described above - 45 points
- Responses demonstrate thoughtfulness and clarity - 50 points
- Responses are free of spelling and grammatical errors - 5 points

This assignment comprises 5% of final course grade.

Professionalism (Assignment 6)

Competencies Addressed:
2.1.1 – Demonstrate ethical and professional behavior

Assignment Description:
Social workers demonstrate professionalism through their performance, behavior, communication, and attitude. This course is designed to prepare students for professional social work practice not only in terms of the acquisition of knowledge and skills, but also in terms of socialization to appropriate professional conduct. As such, students will be assigned a grade based on their demonstration of several behaviors routinely required of professional social workers as outlined in the grading rubric. As stated in the instructor’s attendance policy above, attendance is mandatory and vital for satisfactorily meeting course objectives. Students are also expected to participate actively and thoughtfully in class discussions and activities so as to engage fully with the material and support the learning of their peers. Assignments are expected to be submitted in a timely manner on or before the assigned due date. Finally, all students are expected to demonstrate behavior that upholds the ethical values of the social work profession as evidenced by respectful and appropriate demeanor in class and professional communication with peers and the instructor.

Grading Rubric:
- Attendance and punctuality for class sessions – 30 points
Each unexcused absence will result in a 10 point deduction
Each unexcused late arrival to class will result in a 2 point deduction

- Active, thoughtful participation in class discussions and activities – 50 points
- Timeliness of assignment submission – 20 points
  - Each late assignment will result in a 5 point deduction

This assignment comprises 20% of final course grade.

### COURSE CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Weekly Topic</th>
<th>Required Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20/17</td>
<td>Week 1: The Life Course Perspective</td>
<td>● Read Hutchison Ch. 1</td>
</tr>
<tr>
<td></td>
<td>*Last day of add/drop period is 1/23/17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Complete Semester Assignment Planning Google Form</td>
</tr>
<tr>
<td>2/3/17</td>
<td>Week 3: Risk and Resilience</td>
<td>● Read Fraser, Galinsky, &amp; Richman (1999) article</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Read Walsh (2003) book chapter</td>
</tr>
<tr>
<td>2/10/17</td>
<td>Week 4: Conception, Pregnancy, and Childbirth</td>
<td>● Read Hutchison Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Submit Applied Risk and Resilience Paper (see Assignment 1)</td>
</tr>
<tr>
<td>2/17/17</td>
<td>Week 5: Infancy and Toddlerhood</td>
<td>● Read Hutchison Ch. 3</td>
</tr>
<tr>
<td>2/24/17</td>
<td>Week 6: Early Childhood</td>
<td>● Read Hutchison Ch. 4</td>
</tr>
<tr>
<td>3/3/17</td>
<td>Week 7: Middle Childhood</td>
<td>● Read Hutchison Ch. 5</td>
</tr>
<tr>
<td>3/10/17</td>
<td>NO CLASS -- Spring Break</td>
<td>----</td>
</tr>
<tr>
<td>3/17/17</td>
<td>Week 8: Adolescence</td>
<td>● Read Hutchison Ch. 6</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Assignments</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3/24/17</td>
<td>Week 9: Young Adulthood</td>
<td>● Read Hutchison Ch. 7</td>
</tr>
<tr>
<td></td>
<td>* Last day to withdraw from class with “W”</td>
<td></td>
</tr>
<tr>
<td>3/31/17</td>
<td>Week 10: Group Presentations</td>
<td>● Prepare Family Life Cycle and Resilience Group Project (see Assignment 3)</td>
</tr>
<tr>
<td>4/7/17</td>
<td>Week 11: Middle Adulthood</td>
<td>● Read Hutchison Ch. 8&lt;br&gt;● Complete Group Presentation Peer Feedback Google Form</td>
</tr>
<tr>
<td>4/14/17</td>
<td>Week 12: Late Adulthood</td>
<td>● Read Hutchison Ch. 9&lt;br&gt;● Bring hard copy of outline for Diversity Over the Life Course Paper (see Assignment 4)</td>
</tr>
<tr>
<td>4/21/17</td>
<td>Week 13: Very Late Adulthood</td>
<td>● Read Hutchison Ch. 10</td>
</tr>
<tr>
<td>4/28/17</td>
<td>Week 14: Wrap Up</td>
<td>● Submit Diversity Over the Life Course Paper (see Assignment 4) and Self-Reflection on Course Competencies (see Assignment 5)</td>
</tr>
</tbody>
</table>

**UNIVERSITY POLICIES**

VCU requires all instructors to include the following statements in their course syllabi. For the most up-to-date information, visit the policy website.

**Campus emergency information**

What to know and do to be prepared for emergencies at VCU:

- Sign up to receive [VCU text messaging alerts](#). Keep your information up-to-date. Within the classroom, the professor will keep his or her phone on to receive any emergency transmissions.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
● Listen for and follow instructions from VCU or other designated authorities. Within the classroom, follow your professor's instructions.
● Know where to go for additional emergency information.
● Know the emergency phone number for the VCU Police (828-1234).
● Report suspicious activities and objects.
● Keep your permanent address and emergency contact information current in eServices.

Class registration required for attendance
Students may attend only those classes for which they have registered. Faculty may not add students to class rosters or Blackboard. Therefore, if students are attending a class for which they have not registered, they must stop attending.

Honor System: Upholding academic integrity
The VCU Honor System policy describes the responsibilities of students, faculty and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to this policy, "Members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty, ethics and integrity at all times." In addition, “To support a commitment to the Honor System, all members of the VCU community are required to:
● Adhere to the Honor System policy and its procedures;
● Report any suspicion or knowledge of possible violations of the Honor System;
● Answer truthfully when called upon to do so regarding Honor System matters;
● Maintain appropriate confidentiality regarding related to Honor System matters."
More information can be found at in the VCU policy library.

Important dates
You can view important dates for the semester in the academic calendar.

Managing stress
Students may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, alcohol and/or other drug use, concern for a friend or family member, loss, sleep difficulties, feeling hopeless or relationship problems. There are numerous campus resources available to students including University Counseling Services (804-828-6200 MPC Campus, 804-828-3964 MCV Campus), University Student Health Services (MPC 804 828-8828, MCV Campus 804 828-9220) and the Wellness Resource Center (804-828-9355). 24 hour emergency
Mental health support is available by calling 828-1234 and asking to speak to the on-call therapist or utilizing the National Suicide Prevention Lifeline (1-800-784-2433).

Mandatory responsibility of faculty members to report incidents of sexual misconduct

It is important for students to know that all faculty members are mandated reporters of any incidents of sexual misconduct/violence (e.g., sexual assault, sexual exploitation and partner or relationship violence). This means that faculty cannot keep information about sexual misconduct/violence confidential if you share that information with them and they must report this information immediately to the university’s Title IX Coordinator. In addition, department chairs, deans, and other unit administrators are required to report incidents of sex or gender-based discrimination to the university's Title IX Coordinator. Once a report is made, you will receive important information on your reporting options, on campus and off campus resources and remedial measures such as no-contact directives, residence modifications, and academic modifications. If you would prefer to speak with someone confidentially for support and to discuss your options for reporting, contact:

- VCU's Wellness Resource Center 804.828.9355 | myoptions@vcu.edu | thewell.vcu.edu
- Greater Richmond Regional Hotline (Community program) 804.612.6126 | 24-hour hotline
- VCU’s Counseling Services 804-828-6200

For more information on how to help, please click here. The Policy on Sexual Misconduct/Violence and Sex/Gender Discrimination, can be found in the VCU policy library. For more information about the University’s Title IX process, please visit equity.vcu.edu.

Military short-term training or deployment

If military students receive orders for short-term training or for deployment/mobilization, they should inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Student Services at 828-5993 or access the corresponding policies.

Student conduct in the classroom

According to the Faculty Guide to Student Conduct in Instructional Settings, "The university is a community of learners. Students, as well as faculty, have a responsibility for creating and maintaining an environment that supports effective instruction. In order for faculty members (including graduate teaching assistants) to provide and students to receive effective instruction in classrooms, laboratories, studios, online courses, and
other learning areas, the university expects students to conduct themselves in an orderly and cooperative manner." Among other things, cell phones should be turned off while in the classroom. The Student Code of Conduct also prohibits the possession of or carrying of any weapon. For more information see http://register.dls.virginia.gov/details.aspx?id=3436.

**Student email policy**
Email is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost-effective, and environmentally aware manner. Students are expected to check their official VCU email on a frequent and consistent basis in order to remain informed of university-related communications. The university recommends checking email daily. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student email account. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the university as needed. Mail sent to the VCU email address may include notification of university-related actions, including disciplinary action. Please read the policy in its entirety at the [VCU Policy Library](http://register.dls.virginia.gov/details.aspx?id=3436).

**Student financial responsibility**
Students assume the responsibility of full payment of tuition and fees generated from their registration and all charges for housing and dining services, and other applicable miscellaneous charges. Students are ultimately responsible for any unpaid balance on their account as a result of the University Financial Aid Office or their third party sponsor canceling or reducing their award(s).

**Students representing the university – excused absences**
Students who represent the university (athletes and others) do not choose their schedules. Student athletes are required to attend games and/or meets. All student athletes should provide their schedules to their instructors at the beginning of the semester. The Intercollegiate Athletic Council strongly encourages faculty to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges faculty to work with the students to make up the work or exam.

**Students with disabilities**
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, require that VCU provide "academic adjustments" or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must
register with the Disability Support Services Office on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). Please also visit the Disability Support Services website and/or the Division for Academic Success website for additional information.

Once students have completed the DSS registration process, they should schedule a meeting with their instructor(s) and provide their instructor(s) with an official DSS accommodation letter. Accommodation letters will outline the required classroom accommodations. Additionally, if coursework requires the student to work in a lab environment, the student should advise the instructor or a department chairperson of any concerns that the student may have regarding safety issues related to a disability. Students should follow this procedure for all courses in the academic semester.

**Withdrawal from classes**
Before withdrawing from classes, students should consult their instructor as well as other appropriate university offices. Withdrawing from classes may negatively impact a student’s financial aid award and his or her semester charges. To discuss financial aid and the student bill, visit the Student Services Center at 1015 Floyd Avenue (Harris Hall) and/or contact your financial aid counselor regarding the impact on your financial aid.