

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Human Behavior: Individuals, Families and Treatment Groups

Course Number:

SWK 5233-101

Course Description:

The course critically examines contemporary topics in the field of human development from birth to death. The course provides an overview of current theory and research on development across the lifespan. Special emphasis is placed on controversies that have dominated the field and continue to be a source of research. Using an interdisciplinary approach, we will explore social, cognitive, physical, and biological factors that shape the course of human development. Attention is paid to how cultural context shapes and gives meaning to development.

Class Dates, Location and Hours:

Dates: October 21-22, November 11-12, December 2-3, and 9-10, 2016
Locations: Zarrow Hall Room 115 **or** Thurman White Forum Building of OCCE, 1704 Asp Avenue. Please pay close attention to the class schedule regarding the location for each class session.
Hours: Fri 5:00-9:00 p.m.; Sat 9:00 a.m.-5:00 p.m.
Last day to enroll or drop without penalty: October 20, 2016.

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Instructor Contact Information:

Course Professor: Leah Gatlin, MSW
Mailing Address: 700 Elm Avenue
Anne and Henry Zarrow Hall
Norman, OK 73019-1060
Telephone Number: (405) 673-3343
Fax Number: (405) 325-7072
E-mail Address: leah_gatlin@ou.edu
Professor availability: On-site office hours are half an hour before and after each class session, by appointment. The instructor is also available for online appointments via Canvas.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Broderick, P. C., & Blewitt, P. (2009). *The life span: Human development for helping professionals* (4th ed.). Upper Saddle River, NJ: Pearson. ISBN 9780132942881.

2. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805615.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives/Educational Outcomes:

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:

- A. Identify, describe, and integrate perspectives, conceptual frameworks, and theories to develop a theoretical basis for generalist social work practice consistent with social work values and ethics;
- B. Use social systems theory to describe micro and mezzo level transactions which, and ways they promote or deter people in maintaining or achieving health and well-being;
- C. Describe how biology influences human development over the life span;
- D. Describe current theory of cognitive processing and development over the life-span;
- E. Describe the primary concepts central to understanding operant conditioning, respondent conditioning, and social learning theories;
- F. Describe theories of identity development which explain gender, cultural, spiritual, family, and psychosocial development over the life-span;
- G. Understand structural family theory within a systems perspective;
- H. Use theoretical knowledge to identify and describe the distinctive developmental features of populations-at-risk in society

Social Work Competencies and Practice Behaviors

Upon successful completion of the course students will demonstrate novice ability in the following areas:

Competency 2: Students have read and discussed the Social Work Code of Ethics. They are knowledgeable of the value base of the profession, its ethical standards, and relevant laws.

Associated behaviors:

F 2.1- Recognize personal values in a way that gives priority to professional values in guiding practice
(Assessed in assignment # 1)

Competency 3: Students are knowledgeable about scientific inquiry and the importance of critical reading of research.

Associated behaviors:

F 3.1- Identify and appraise multiple sources of knowledge, including research-based knowledge
(Assessed in assignment # 1)

F 3.4- Identify and describe multiple theoretical perspectives (Assessed in assignments #1, 2)

Competency 7: Students are knowledgeable about human behavior across the life span. They can describe theories pertaining to biological, social, cultural, psychological, and spiritual development.

Associated Behaviors:

F 7.1- Discuss conceptual framework that guide the processes of assessment, intervention, and evaluation (Assessed in assignments # 1, 2, 3)

F 7.2- Understand the complex interrelatedness of individuals and the various systems that comprise their social environment (Assessed in assignments # 1, 2, 3)

F 7.3- Understand the basic developmental processes, achievements, and challenges through the lifespan (Assessed in assignments # 1, 2, 3)

Competency 10: Students have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.

Associated Behaviors:

F 10.2 (a)-Collect, organize, and interpret basic client data multidimensional bio-psycho-social spiritual assessments (Assessed in assignments # 1, 2, 3)

Teaching and Learning Methods

Learning is achieved through classroom lecture and class discussions and activities, as well as completion of readings and class assignments.

Class Policies

Student/Instructor Interaction

Due to the nature of Advanced Programs courses, the instructor will have limited time to meet with students immediately before or after class. For non-emergency situations or questions, the instructor will be available by email and is available for online appointments. The instructor's Google Voice number is listed above. Students may use it to call in emergency or extremely urgent situations. **The instructor does not text message students or respond to text messages nor will she "friend" or "follow" students on any form of social media.** The instructor will treat students according to the *NASW Code of Ethics* in the colleague responsibilities section and expects the same behavior in return.

Methods of Evaluation

Students will be evaluated based on assessment of written materials submitted, performance on course exams and quizzes, and overall participation in classroom discussion and activities.

Major Course Divisions

- A. The Profession of Social Work
 - 1. NASW Code of Ethics
 - 2. Understanding systems perspectives
 - 3. Understanding the strengths perspective
- B. Foundational understanding the role of theory in social work practice
 - 1. Definition of theory and conceptual framework
 - 2. Scientific inquiry in context of theory development
 - 3. Epigenetic Framework
- C. Psychological theories of individual behavior within a social work perspective
 - 1. Foundational principles of behaviorism
 - 2. Foundational principles of psychosocial development
 - 3. Foundational principles of social learning theory
 - 4. The role of cognition in learning

5. The impact of Adverse Childhood Events
- D. Family theory within a social systems framework
1. Social systems perspective
 2. Foundational principles of Structural Family Theory (subsystems, roles, functions, dynamics)
 3. Stages of family development
- E. Physical development over the lifespan
1. Anatomy of nervous system and brain
 2. Physical changes related to development and aging
- F. Cognitive development over the lifespan
1. Stages of cognitive development
 2. Cognitive processing and memory
 3. Theories of intelligence
- G. Emotional development over the lifespan
1. Emotional intelligence
- H. Social development over the lifespan
1. Identity development
 2. Attachment theory
 3. Relationship development
 4. Social adaptation for populations-at-risk

Course Schedule:

Date	Topic(s)	Reading	Assignment Due
Session 1 October 21	Introductions & Course Overview Human Development History	Syllabus Chapter 1	CPAs 1-4 due by noon 10/21
Session 2/3 October 22	Epigenesis Cognitive Development in the Early Years Emotional Development in the Early Years	Chapter 2 Chapter 3 Chapter 4	Introductory Paper due by November 5 at 11:59pm
Session 4 November 11	The Emerging Self & Socialization in the Early Years	Chapter 5	CPAs 5-8 due by noon 11/11
Session 5/6 November 12 (OCCE Forum)	Cognition in Middle Childhood Self and Moral Development in Middle Childhood Gender and Peer Relationship Development	Chapter 6 Chapter 7 Chapter 8 Chapter 14 (pgs. 467-469 only)	NA

Date	Topic(s)	Reading	Assignment Due
Session 7 December 2	NA	Review Chapters 1-8 and question examples on D2L	Exam 1 (Midterm) CPAs 9 & 10 due by noon 12/2
Session 8/9 December 3 (OCCE Forum)	Physical, Cognitive and Identity Development in Adolescence The Social World of Adolescence Physical and Cognitive Development in Young Adulthood Socioemotional and Vocational Development in Young Adulthood	Chapter 9 Chapter 10 Chapter 11 Chapter 12	Draft of Integrative Paper (outline & references) due 12/7/16 by 11:59 PM to peer for review through Canvas.
Session 10 December 9	Middle Adulthood: Cognitive, Personality and Social Development Living Well: Stress, Coping and Life Satisfaction in Adulthood	Chapter 13 Chapter 14	CPAS 11 & 12 due by noon 12/9
Session 11/12 December 10	Gains and Losses in Late Adulthood	Chapter 15	Exam 2 (Final) Feedback due to peer 12/13/16 by 11:59 PM. Final draft of Integrative Paper due December 22 at 11:59 PM to Canvas.

Course Assignments:

Integrative HBSE paper (30%)

General Paper Outline

This analysis should include 12 pages of double spaced text, not including title page, abstract page, and references. It should be formatted in APA style in regards to margins, headings, page numbers, font, reference list, appendices, and in-text citations. The case is called “One Little Boy” and is available on Canvas.

Problem Statement

Two to three sentences that summarize the central problems. The summary cross system levels, and succinctly identifies the crucial problems that contribute to the dilemma experienced by the family. This is not a question, but a statement that identifies a professional analysis of the essential problem(s) in the case. Work hard to analyze the situation and not just restate the dilemma, and identify what is causing it.

Contextual Analysis.

Three page analysis of the central issues for this case. This should include an analysis of micro, mezzo, and macro systems using an ecological framework. In this case, it may help to think about issues between the social worker and client(s), functioning of the various systems, the context of the treatment, agency issues, and relationships between those involved in the case.

Theoretical Analysis.

Five page analysis that relates class material to the case.

1. Utilizing knowledge of biological development, identify the possible genetic or biological components contributing to the problem(s). In particular, consider possible adverse childhood events and the effects these events on neuropsychological development. Use at least 3 relevant sources (other than the course text) to support this portion of the analysis.

2. Utilize one Lifespan Development Theory (i.e., Psychosexual, Social Development, Behaviorism) and contrast what you would expect in a healthy child of Ben's age and what you see in Ben's actual case. Be sure to use the appropriate theoretical concepts appropriate to the lifespan period you are describing.
3. Utilize one Cognitive Theory (Cognitive Stages of Development, Socio-Cultural Learning theory, Information Processing Theory) and describe Ben's cognitive development, and contrast that to what you would expect to see in a child with normal cognitive development. Be sure to use the appropriate theoretical concepts.
4. Utilize one specific Family Function Theory (Attachment Theory, Parenting Style, temperament) to describe the Hartins' development, and contrast that to what you would expect to see in a well-functioning family. Be sure to use appropriate theoretical concepts.

Appendices.

In one page each, please create a computer-generated genogram of the Hartin family, and an Ecomap of the Hartin family system.

Reflection.

In two pages provide a reflection on what you learned in this analysis. Specify your learning outcomes and describe and how this will affect your perspective on individual or family dynamics and/or development.

Integrative Paper Grading Rubric

Paper Outline	Points	Criteria
Problem statement	5	Statement is clear and concise, not more than 2-3 sentences, recognizes complexity and scope of the problem, and identifies the problem fully.
Contextual analysis	20	Identifies issues at multiple system levels, avoids restating facts of the case, and addresses complexity contextual variables.
Theoretical Analysis	40	Correctly applies 3 theories, shows understanding of the theory and demonstrates application.
Reflection	20	Shows depth of personal reflection and concrete learning outcomes to be used in practice
Appendix - Genogram and Ecomap	10	Neat, clear, accurate eco map and genogram.
References	5	Relevant sources, correctly utilized to support ideas, emphasis on content instead of authors, correctly cited.
Total Points	100	N/A

Exam 1 (15%)

A closed book, 50 question multiple-choice exam covering the prenatal through early adolescent developmental periods (Chapters 1-8).

Exam 2 (15%)

A closed book, 50 question multiple-choice exam covering the development periods of adolescence through death (Chapters 9-15).

Course Preparation Assignments (CPAs) (15%)

Due to the pace of this class and how content builds upon each other, it is imperative students read and have some understanding of the material before coming to class. Prepared students will also help ensure rich discussion during class times. There are 15 course preparation assignments. The assignments for each weekend are **due by noon the Friday beginning that class weekend**. I will post the assignments at least one, hopefully two, weeks before it is due. Please make sure to carefully read the instructions for each assignment.

Introductory Paper (8%)

This paper introduces yourself and your plan for success in this class. The paper is made up of four main parts.

1. **Success** - Define success for you in this course and how you will measure success.
2. **Learning Style** - Using one of the web links on Canvas, take an assessment of your learning style. Use what you learn about your learning style to formulate a plan to be a successful learner in this class.
3. **Barriers** - Discuss any barriers you expect to encounter in the class and how you plan to overcome them. These can be personal (such as having young children), related to your learning, or more emotional (anxiety about the class). How will you overcome or minimize those potential barriers?
4. **Strengths and Success** – Utilizing your individual strengths and talents, as well as information from parts 1-3, write a plan for your own success in this class.

Please be thoughtful in your responses, utilize correct grammar, and cite references as appropriate (at a minimum, citing the assessment). This paper should be 2-3 pages, not including title page or references. No abstract needed for this assignment.

Class Presentation (10%)

Throughout the semester, students will be responsible for teaching and reinforcing course content to their peers. Groups will:

1. Create Prezi, Power Point, or MS Word document to present the theory or concept chosen for the chapter. If your group chooses to use another method, please get permission from me.
2. Students present a video clip relevant to the content or theory. Students may make their own video clip (using Informed Consent for Recording available on Canvas), find a high quality existing video clip, or act out a demonstration relevant to the content.

The students are welcome to utilize lecture material and/or to supplement with outside material in addition to the video clip. Your presentation and video link are due 30 minutes before class so Leah can post them to Canvas. Please turn them into the appropriate place on Canvas. The entire presentation should last about 5-7 minutes. **You are not allowed to share or repost the video without the express and written consent of the team members and the instructor.** Unauthorized sharing could lead to level review meetings with the School and/or legal action by your classmates.

Integrative HBSE Paper Draft (5%)

You are required to turn in a draft of your HBSE paper to a peer reviewer in your class. At a minimum, the draft should include the title page, a full outline with appropriately formatted headings and two key ideas for each section, and the minimum number of references. You are welcome to turn in a full draft for your peer to review. You will turn your draft in via Canvas by 11:59 PM on December 7.

Integrative HBSE Paper Draft Feedback (5%)

You will give **thoughtful** feedback to a peer. You are tasked with giving them feedback about content, APA style, grammar (as appropriate), and references. You will be given a Feedback Form to upload to the submission and will also be expected to make comments on the paper through Canvas or MS Word

track changes. You will be graded based on the quality of your feedback. Your feedback is due by 11:59 PM on December 13.

Course Participation (10%)

At the end of the semester, students will be given a chance to comment on their individual participation in classes. This includes, but is not limited to: completing assigned readings, actively engaging in discussion and classroom activities, attending class regularly and on time, returning from breaks in a timely fashion, abiding by the Anne and Henry Zarrow School of Social Work Student Performance Policy and the NASW Code of Ethics, and completing assignments in a timely fashion. The instructor will use this information, as well as personal observation regarding these areas, to assign a grade.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Grading Scale:

100-90 = A: Excellent: Work exceeds course expectations
89-80 = B: Good: Work meets course expectations
79-70 = C: Fair: Work marginally meets course expectations
69-65 = D: Poor: Work minimally meets course expectations
64 or below = F: Failure: Work does not meet course expectations

Breakdown of Class Grading Opportunities

Assignment	Percent of Grade
Integrative HBSE Paper	30%
Exam 1- Midterm	15%
Exam 2- Final	15%
Course Preparation Assignments	12%
Introductory Paper	8%
Class Presentation	5%
Integrative HBSE Paper Draft	5%
Integrative HBSE Paper Draft Feedback	5%
Course Participation	5%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Academic Conduct

I expect professional academic conduct consistent with university policies. Each student should acquaint him or herself with the University's codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at <http://studentconduct.ou.edu/>. Students should also be familiar with the Anne and Henry Zarrow School of Social Work Student Performance Policy and the NASW Code of Ethics <http://www.socialworkers.org/pubs/code/default.asp>.

Please see Policies and Notices for a more in-depth discussion of certain course policies and notices.

Statement of Reasonable Accommodation

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities must be registered with the Disability Resource Center (Norman) or the

Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course.

Norman	Tulsa
Disability Resource Center 620 Elm Avenue – Suite 166 Goddard Health Center Norman, OK 73019-2093 405- 325-3852 (voice) 405-325-4173 (voice) Email: drc@ou.edu	Office of Disability Resources Schusterman Center 4502 East 41st Street Tulsa, OK 74135-2512 (918) 660-3100

Provost-Approved University Activities and Religious Observances

It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

Attendance and Participation Policy

Students are expected to attend every class session. The lecture material and discussions are central to learning. More than 6 hours of absence for the entire course will result in a reduction of a student’s overall grade by 10 percent. Students who miss between 7-9 hours are responsible for completing a 10-page make-up assignment reflecting on the assigned readings for the missed class session. Students who miss 9 or more hours in any semester are asked to drop the course or alternatively receive a failing grade. Students are responsible for all course information presented and/or materials passed out regardless of an absence. Be sure to contact a few class colleagues for updates.

If you need to miss a class, please communicate as soon as possible with the instructor. Make up or late course preparation assignments will only be given for excused absences. Students are responsible for contacting the instructor to provide documentation and check on alternative assignments. Please note: excused absences are included in the total number of allowed absences listed above.

Excused absences (for the purpose of make up or late assignments) include documented illnesses for the student or illnesses involving the student’s partner, spouse, child, parent, or other person the student is responsible for whose illness necessitates the student’s absence. Excused absences also include the aforementioned university activities and religious observances, documented death or bereavements, and documented jury duty. The instructor reserves the right to request documentation for any excused absence.

Attendance includes both your physical presence as well as your active engagement in class. You are the expert of your experiences and prior knowledge and we want to hear from you as appropriate to the content. Much of your and your colleagues’ learning will happen by sharing and listening to others’ experiences. As such, it is imperative that each of us are actively engaged in the class activities and dialogues.

Regarding inclement weather: If the university is closed for an extended period due to inclement weather, I will communicate with students via email about alternate arrangements. If all courses for an entire week are cancelled, I may decide to postpone the assignments. However, unless you are notified otherwise, please assume that assignments will be due as scheduled, even if the university is closed.

Professional behavior:

I expect students to treat each other and the instructor according to Section 2 of the NASW *Code of Ethics* (Social Workers’ Ethical Responsibilities to Colleagues). This includes refraining from non-class related activity, including (but not limited to) reading during lecture or class activities, working on non-class

material, texting, holding side conversations, sleeping (either sitting up or head down), and/or excessive doodling are examples of unaccepted classroom behavior. Additionally, please return from breaks punctually. I also expect students to attempt to resolve conflicts with each other before approaching me for assistance in resolving conflict.

The Zarrow School of Social Work expects all social work students and staff to adhere to the NASW Code of Ethics. In a course like this, emotionally and politically charged topics are sometimes discussed. While free expression of ideas, stances, and positions are encouraged in the classroom, racist, homophobic, sexist, classist, and other forms of oppressive language will not be tolerated. This includes bashing another's political, philosophical, or theoretical perspectives. You are encouraged to offer alternative ideas or disagree about the content or merits of an argument as long as it does not cross into the aforementioned banned behaviors. Additionally, bullying or rude behavior of any kind, including the verbal, non-verbal, and technological putting down, bashing, making fun of, or degrading of peers is unacceptable in the classroom. Please see the Student Performance Policy for more information on acceptable behavior and how the School handles concerns about student performance. The policy is available at: <http://socialwork.ou.edu/policies-and-procedures>

Missing and Late Assignments

Late assignments will be deducted 10% per day, unless prior arrangements have been made or an emergency arises. It is up to the instructor's discretion if I will accept work beyond a week late. If a student experiences an emergency (such as illness or death in the family), she or he should notify the instructor as soon as possible and be prepared to provide documentation of the emergency. Technology issues generally will **not** qualify as an emergency.

If you feel you will not be able to finish the coursework on time, please talk to me as soon as possible so we can discuss your available options.

Class Distractions Policy:

You are welcome and encouraged to bring laptops, tablets, and other electronic devices to assist or improve your learning such as following the Power Point lectures or utilizing Canvas. If it becomes apparent you are using your laptop, tablet, or other electronic device as a distraction, you may be asked to put away the device; you may also incur an absence for the class. Using the device as a distraction may include utilizing social media, checking email, watching tv or movies, studying material for another class, working on assignments for other classes, or monitoring sporting events. Distraction includes working on assignments for this class during inappropriate times such as lecture, presentation, or group work time.

Electronic devices that distract the class by beeping, ringing, or prompting a student to leave the classroom must be off during class time. Other contacts can be made during the regular class break times. Students who do not adhere to this rule during class will be asked to leave and incur an absence.

Breaks will be configured into the schedule. Due to the time and nature of the course, the instructor understands students may need to consume snacks during class time. This is acceptable, as long as consuming said snacks neither prohibits classroom participation nor causes a distraction for others (including strong smells or loudly-packaged items). This is a privilege, not a right. If snacking becomes an issue, you will be asked to remove your snack and/or leave the class. You are also responsible for cleaning up after yourself in a timely manner and immediately cleaning any spills that happen.

Course and Instructor Evaluation

You have the opportunity to evaluate both the course and instructor at end of the semester. If during the course you are having difficulty with some aspect of the class, please try to meet with me to resolve it. Many times a good explanation and discussion can resolve the concern. Please do not wait until the end of the semester to address concerns.

The Writing Center

The writing center is available to assist with all written coursework. For a free 45-minute appointment with a consultant call 325-2936. Alternatively, online consultations are available at: <http://www.ou.edu/writingcenter/onlinesubmission.html>

Health Insurance Portability and Accountability Act (HIPAA) Statement

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any client information that you share, either verbally or written, will need to be de-identified. This means that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates, but may also contain other information that is so unique to the person that it could allow for identification, including, but not limited to diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see www.ou.edu/content/eoo/pregnancyfaqs.html for commonly asked questions.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no contact orders, scheduling adjustments and disciplinary sanctions against the perpetrator. For access to these resources please contact:

OU Advocates (**formerly known as SART**) 24/7: (405) 615-0013 Tulsa OU Advocates* (formerly known as SART) (918) 660-3163 - After Hours: (918) 743-5763

In Norman, If you have a report of a potential policy violation, you should report it directly to the Sexual Misconduct Officer: Kathleen Smith (405) 325-2215, Four Partners Place, 301 David L. Boren Blvd., Suite 1000, Norman, Oklahoma 73019, or smo@ou.edu; or you may report it to the Interim Title IX Officer: Bobby Mason (405) 325-3549, Four Partners Place, 301 David L. Boren Blvd., Suite 1000, Norman, Oklahoma 73019, or bjm@ou.edu or the Associate Title IX Coordinator for the Health Sciences Center Campus: Bobby Mason (405) 271-2110, 755 Research Parkway, Building 4, Suite 429, Oklahoma City, OK 73104, or bobby-mason@ouhsc.edu.

Course Communications

You are required by University Policy to use your University of Oklahoma e-mail account for all correspondence related to this course. **Forwards of your OU e-mail account to another system are not acceptable.** You are expected to check your email at least every other day and respond to the instructor's emails (as necessary) in a timely manner (generally accepted as 48 hours). You can expect the instructor to email you back within 48 hours. If you have not received a response within 48 hours, please re-send your email.

Bibliography

- Robbins, S.P., Chatterjee, P., & Canda, E.R. (2011). *Contemporary human behavior theory: A critical perspective for social work (3rd ed.)*. Boston, MA: Pearson Education, Inc.
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- Cozolino, L.J. (2006). *The Neuroscience of human relationships: Attachment and the developing social brain*. New York, NY: WW Norton & Company, Inc.

- Burman, E. (2007). *Deconstructing developmental psychology (2nd ed.)*. New York, NY: Routledge.
- Funder, D.C. (2010) *The Personality puzzle (5th ed.)*. New York, NY: W.W. Norton and Co.
- Robinson, L. (2007). *Cross cultural child development for social workers: An introduction*. New York, NY: Palgrave/McMillan.
- Minuchin, P., Colapinto, J., & Minuchin, S. (2006) *Working with families of the poor (2nd Ed.)*. New York, NY: Guilford Press.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

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INSTRUCTOR VITA

Leah Gatlin

Education

- Social Work, PhD Student, Baylor University (expected May 2017)
- Social Work (Administration and Community Planning), MSW, University of Oklahoma, May 2011
- International Studies, BA, Baylor University, May 2006

Current Positions

- Therapist, Creating Options, Norman, OK
- Community Faculty Instructor, University of Oklahoma, Anne & Henry Zarrow School of Social Work

Frequently Taught Advanced Programs Courses

Human Behavior in the Social Environment: Individuals, Families and Treatment Groups

Major Areas of Teaching and Research Interest

- Human Behavior in the Social Environment
- Social Welfare in the Changing World
- Human Behavior among groups, communities, and organizations
- Inter-organizational Collaboration between Religiously Affiliated and Non-Religiously Affiliated Organizations

Representative Presentations

- Employment Panel, Zarrow School of Social Work, University of Oklahoma (April 17, 2012)
- Concentration Panel, Zarrow School of Social Work, University of Oklahoma (February 17, 2012)

Major Professional Affiliations

Pending membership with Council on Social Work Education (CSWE)

Representative Honors and Awards Received

- Zarrow School of Social Work Phi Alpha Honor Society
- Zarrow School of Social Work Board of Visitors, Graduate Student Member
- Graduate Social Work Association President
- Speaker for Zarrow Hall Groundbreaking Ceremony
- Baylor University Sigma Iota Rho Honor Society