

WAYNE STATE
UNIVERSITY
SCHOOL OF SOCIAL WORK

MASTER SYLLABUS
SW 3510

9/23/2011

Welcome	
Dates: Beginning	Ending
SW 3510 PRACTICE METHODS I	
(3 credit hours)	
Faculty: Introduction (video podcast)	
Contact Policy: Preferred Method:	
Prerequisites/Required Materials/Textbook(s)	
Bookstore: http://wayne.bkstore.com	
Basic Technology Requirements: <ol style="list-style-type: none">1. You must be familiar with Blackboard. Orientation to Blackboard can be accessed at http://computing.wayne.edu2. You must have access to a computer that connects to the internet. The course materials are only accessible online by logging in to http://blackboard.wsu.edu - If you do not own a computer, the computer labs on campus will be open during this semester3. You will need a recent version of MS Word (2003 or 2007) and must be familiar with using Power Point to review lecture material4. While you are enrolled in this course you will need access to:<ul style="list-style-type: none">✓ A reliable internet connection✓ An e-mail account✓ Access to MS Office 2000, specifically; Word, and or PowerPoint.	
You must check your e-mail account regularly throughout the semester. Official announcements will be made by e-mail, and on the course Web site	
Hardware/Software Connection:	
To ensure you have a successful experience with Blackboard, C&IT recommends using a high-speed/broadband internet connection (Cable, DSL, or wireless) when accessing Blackboard off campus	
Technical Assistance: Computer and Information Technology	
http://computing.wayne.edu/	
Help Desk: (313) 577-4778 Email: bbadmin@wayne.edu	
Online Office Location: Online Office Hours: Monday	
WSU Library: http://www.lib.wayne.edu/	

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Course Management Considerations

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| <ol style="list-style-type: none"> 1. Time management is a key element in successfully completing this course. 2. Please do not hesitate to contact me when you are experiencing problems. 3. Remember it is important to be courteous to your fellow classmates. It is absolutely ok to disagree to disagree with posts however, put downs are unacceptable. 4. You are in charge of your learning, make your efforts count. <p>Be aware there may be technical glitches. Stay calm and contact the call center via E-mail at http://computing.wayne.edu/</p> |
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Course Requirements

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| <ul style="list-style-type: none"> • Read the assigned readings • Engage in positive and meaningful dialog with classmates concerning the topic being discussed • Answer discussion questions and present reasoning behind answers given to other questions • Log onto the course at least 5 days per week and demonstrate presence through posting and interaction • Complete all required postings and assignments |
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Student Code of Conduct:

Please visit Http://www.doso.wayne.edu/codeofconduct.pdf
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Educational Accessibility Services (EAS)

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss you specific needs.

Course Domain And boundaries

<p>The purpose of this course is to introduce the social work student to knowledge of human development as a base for social work practice. Human problems are viewed within their environmental context. Individuals, families, groups, organizations and communities are in constant transaction with each other in the physical and social environmental context. Thus, people and environments reciprocally affect one another, and adequate assessments of human problems and plans of intervention must consider the reciprocal impact of people and a range of environmental systems.</p> <p>Life span development from conception to very old age is examined. The course focuses on theories and knowledge related to biological, sociological, psychological, spiritual and cultural processes and development across the life span. It addresses the environmental conditions that support or inhibit individual and family growth; and variations arising from ethnicity, class, cohort, gender, race, sexual orientation, religion, and other differences. Particular attention is given to factors that contribute to persons being at risk and the issues and concerns of multi-cultural, urban populations.</p>

COMPETENCIES

7: Apply knowledge of human behavior and the social environment

Benchmarks

<p>Adolescent paper: students address significant personal life events during adolescence and integrate three theories</p> <p>*construct a genogram to assesses interrelationships</p>

Learning Outcomes: By the end of this course the student will be able to

- Describe the unique roles and Services that social workers provide (Competency 7-A)
- Apply theories and knowledge of biological, sociological, cultural, psychological and spiritual development across the life span, including attachment theory, role theory, cognitive theory, learning theory, and theories of moral development. (Competency 7-A)
- Recognize individual and family developmental stages calibrated with such variables as family structure gender biophysical processes, culture, class, ethnicity, sexual orientation, and social change. (Competency 7-A)
- Use the ecological perspective and other theoretical models to describe and assess the development of individuals and families. (Competency 7-A)
- Apply theory and knowledge of life span development (individual and family) to social work practice.(Competency 7-A)
- Evaluate theories of human behavior with an understanding of their implicit value base and their relevance to social work practice. (Competency 7-A)
- Recognize the role research plays in generating, supporting and revising theories and concepts of human behavior. (Competency 7-B)
- Employ an ecological-bio-psychosocial framework for assessment, intervention and evaluation (Competency 7-B)
- Apply the ecological person-in-environment perspective. (Competency 7-B)
- Utilize social systems theory as a way of thinking about the units and levels of interactions. (Competency 7-B)
- Distinguish between personal and professional values pertaining to human behavior. (Competency 7-B)
- Apply basic social work purposes and values to the study and analysis of human behavior in the social environment. Competency 7-B)

Texts

Required Text

Ashford, J. B., LeCroy, C. W., & Lortie, K.L. (2006). *Human Behavior in the Social Environment: A Multidimensional Perspective* (4th ed.). Belmont CA: Wadsworth/Thomson Learning.

Additional Readings

Students are encouraged to study selectively in areas related to relevant class topics. The bibliography of reading that accompanies this syllabus is intended to serve as a guide.

V.Organization of the Course

This course is structurally comprised of an organizing framework, the ecological/social system perspective. Students are introduced to concepts of person-in-environment transactions. Human diversity is stressed throughout material on life span development.

Role of Instructor

VI. Role of Student and Instructor

Students are expected to attend all class sessions; absences from class may affect the student's grade, particularly excessive absences and tardiness. For further details about your role as a student, see the University's Statement of Obligations of Faculty and to the Instructional Process in the Wayne State University Graduate Bulletin.

More than three absences will result in students being asked to withdraw from the class. Students are expected to arrive for class on time and stay until the end of the class session. Students are expected to be prepared at class time for discussions pertaining to assigned readings.

In order to be courteous to classmates, I ask that cell phones use be restricted to vibrations—no rings. Please limit beeper use to emergencies only.

Academic Honesty: All students are expected to submit their own original work. The presentation of another's words or ideas as your own, without giving credit to the source, is regarded as plagiarism. Plagiarism is the same as lying and stealing. Any work that is submitted in this class and found to contain portions that are plagiarized will receive a ZERO.

Performance Criteria

III. Performance Criteria

Students are to demonstrate comprehension of the course content and acquisition of the expected knowledge and skills through a variety of assignments. Students are expected to develop their competence in oral and written communication. Papers which do not adhere to college-level standards for scholarly writing will be down-graded. Students are also expected to work to master the recommended style of the American Psychological Association (APA) as delineated in the most recent edition of the APA's publication manual (4th), including orderly presentation of ideas, grammar, punctuation, spelling, capitalization, reducing bias in language, abbreviations, headings, subheadings, quotations, and referencing (in-text as well as bibliographic). Students cognizant of the need for ongoing development of their writing skills are strongly urged to make use of the University Writing Center.

PLAGIARISM/ACADEMIC HONESTY:

“Plagiarism is using another person's words or ideas without giving credit to the other person. When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note.”

Plagiarism, Cheating: See WSU References:

http://www.otl.wayne.edu/pdf/2006_july_aibrochure.

<http://www.doso.wayne.edu/codeof conduct.pdf>

(William Harris, “Anti-Plagiarism Strategies for Research Papers,” <http://virtualsalt.com/antiplag.htm>, March 7, 2002)

You must cite sources from the Internet or any other form of electronic media used in your work. Any paper suspected of plagiarism will be reviewed at Turnitin.com to verify that it is your work and properly cited.

The presentation of another’s words or ideas as your own, without giving credit to the source, is regarded as plagiarism. Plagiarism is the same as lying and stealing. Any work that is submitted in this class and found to contain portions that are plagiarized will receive a ZERO.

APA FORMAT

All papers written in the School of Social Work require APA format. You may purchase the Publication Manual of the American Psychological Association (6th edition), or you may visit the website listed below

<http://owl.english.purdue.edu/owl/resource/560/01/>

WIKIPEDIA WILL NOT BE ACCEPTED AS A RELIABLE SOURCE

What is Wikipedia?

“Wikipedia is a free-content encyclopedia, written collaboratively by people from all around the world. The site is a wiki, which means that *anyone* can edit entries simply by clicking on the *edit this page* link.”

“Because Wikipedia is an ongoing work to which anybody can contribute, it differs from a paper-based reference source in some important ways. In particular, mature articles tend to be more comprehensive and balanced, while other (often fledgling) articles may still contain significant misinformation, un-encyclopedic content or vandalism. Users need to be aware of this in order to obtain valid information and avoid misinformation which has been recently added and not yet removed.”

Class Participation/Attendance:

Student participation is important to the success of any class. You will note that there are **Discussion Questions** listed on the syllabus. discussion questions will be posted as a separate thread and responses should be posted within the thread. Responses are evaluated based on content quality. They should reflect familiarity with lecture material and/or the readings and be approximately 200 words. Cite and references you use from readings.

Note: Class participation include raising questions from the readings, making relevant comments drawn from personal experience, reacting to opinions expressed by the instructor and students, asking for clarification, being actively engaged in class exercises, or bringing up issues of general interest to the class.

Course Outline		
Session		Assignments
1	<p>Introduction and Overview of Course</p> <p>What is human behavior?</p> <p>Why do social workers study human behavior?</p> <p>How does human behavior relate to social work practice?</p>	

2	<p>A Multidimensional Framework for Assessing Social Functioning Dimension of Human Behavior and Social Environment</p> <ul style="list-style-type: none"> • <i>Ecological Perspective</i> • <i>Systems Theory</i> • Multidimensional Framework • Life-span versus Life-Course Perspectives on Human Development 	Ashford et al., chapter 1 UIA Module 4: Social, Cultural & Personal Influences
3	<p>Biophysical Dimension for Assessing Social Functioning</p> <ul style="list-style-type: none"> • Biological Theories • Biological Growth and Development • Biochemical Systems in the Neurons Systems 	Ashford et al., chapter 2
4	<p><i>Psychological Dimension for Assessing Social Functioning</i> <i>Psychodynamic Theory</i> <i>Erikson's Psychosocial Development</i> <i>Learning Theory</i> <i>Social-Learning Theory</i> Cognitive Development and Information Processing</p> <ul style="list-style-type: none"> • Jean Piaget's Structural Approach to Cognition Information Processing <p>Attitudes and Emotions</p> <ul style="list-style-type: none"> • The Nature and Functions of Attitudes • <i>Theories of Attitudes and Their Change</i> 	Ashford et al., chapter 3
5	<p>Social Dimension for Assessing Social Functioning</p> <p>Social Theory</p> <ul style="list-style-type: none"> • Ecological Systems Theory • <i>Modern Functionalism Theory</i> • <i>Conflict Theories</i> • <i>Postmodernism and Theories of Society</i> <p>Families and Groups Support Systems, and Communities Multicultural and Gender Considerations</p> <ul style="list-style-type: none"> • Racial and Ethnic Considerations • Gender and Sexism • Homophobia 	Ashford et al., chapter 4
6	<p>Pregnancy, Birth, and the Newborn <u>Biophysical Dimension</u> Biophysical Growth and Development Biophysical Strengths and Hazards <u>Psychological Dimension</u> Cognitive Development and Information Processing Attitudes and Emotions Social Cognition and Regulation Psychological Strengths and Hazards <u>Social Dimension</u> Families, Groups Support Systems, and Communities Multicultural and Gender Considerations</p>	Ashford et al., chapter 5

	Social Strengths and Hazards	
7	<p style="text-align: center;">Infancy</p> <p style="text-align: center;"><u>Biophysical Dimension</u></p> <p>Biophysical Growth and Development Biophysical Strengths and Hazards</p> <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing</p> <ul style="list-style-type: none"> • Piaget’s Sensorimotor Stage <p>Attitudes and Emotions</p> <ul style="list-style-type: none"> • <i>Attachment Theory</i> <p>Social Cognition and Regulation Psychological Strengths and Hazards</p> <p style="text-align: center;"><u>Social Dimension</u></p> <p>Families and Groups Support Systems and Communities Multicultural and Gender Considerations Social Strengths and Hazards</p>	Ashford et al., chapter 6
8	<p style="text-align: center;">Early Childhood</p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth Biophysical Strengths and Hazards</p> <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing</p> <ul style="list-style-type: none"> • Piaget’s Preoperational Stage <p>Attitudes and Emotions</p> <ul style="list-style-type: none"> • Aggression <p>Social Cognition and Regulation</p> <ul style="list-style-type: none"> • Self-Esteem vs. Competency <p>Psychological Strengths and Hazards</p> <ul style="list-style-type: none"> • Diagnostic and Assessment Issues • Anxiety Disorders • Childhood Depression <p style="text-align: center;"><u>Social Dimension</u></p> <p>Families and Groups</p> <ul style="list-style-type: none"> • Parenting • Nontraditional Families • Effects of TV on Preschool Children <p>Support Systems and Communities</p> <ul style="list-style-type: none"> • Preschool Environment <p>Multicultural and Gender Considerations Social Strengths and Hazards</p> <ul style="list-style-type: none"> • Child Abuse 	Ashford et al., chapter 7
9	<p style="text-align: center;">Middle Childhood</p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth Biophysical Strengths and Hazards</p> <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing Communication Attitudes and Emotions Psychological Strengths and Hazards</p> <ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder 	Ashford et al., chapter 8

	<p style="text-align: center;"><u>Social Dimension</u></p> <p>Families and Groups</p> <ul style="list-style-type: none"> • Parental Relationship and Discipline <p>Support Systems, and Communities</p> <ul style="list-style-type: none"> • Power of Peers <p>Multicultural and Gender Considerations</p> <p>Social Strengths and Hazards</p> <ul style="list-style-type: none"> • Marital Conflict and Divorce 	
10	<p style="text-align: center;">Adolescence</p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth and Development</p> <ul style="list-style-type: none"> • Puberty Process <p>Biophysical Strengths and Hazards</p> <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing</p> <ul style="list-style-type: none"> • Racial Differences and Intellectual Ability <p>Identity</p> <p><i>Moral Development Theory</i></p> <p><i>Developmental Theory</i></p> <p>Psychological Strengths and Hazards</p> <ul style="list-style-type: none"> • Delinquency <p style="text-align: center;"><u>Social Dimension</u></p> <p>Families and Groups</p> <ul style="list-style-type: none"> • Development of Autonomy: • Peers Pressure, Conformity and Friendships <p>Support Systems and Communities</p> <p>Multicultural and Gender Considerations</p> <ul style="list-style-type: none"> • Heterosexuality & Homosexuality <p>Social Strengths and Hazards</p> <ul style="list-style-type: none"> • Adolescent Pregnancy and Childbirth: • Sexually Transmitted Diseases • Alcohol and Other Drug Use 	Ashford et al., chapter 9
11	<p style="text-align: center;">Young Adulthood</p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth and Development</p> <ul style="list-style-type: none"> • Reproductive System • Effect of Hormones on Women <p>Biophysical Strengths and Hazards</p> <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing</p> <ul style="list-style-type: none"> • Development of Post formal Thought <p>Attitudes and Emotions</p> <ul style="list-style-type: none"> • Love/Isolation and Loneliness • <i>Levinson's Eight Stages of Adult Development</i> <p>Psychological Strengths and Hazards</p> <ul style="list-style-type: none"> • Serious Mental Illness <p style="text-align: center;"><u>Social Dimension</u></p> <p>Families and Groups</p> <ul style="list-style-type: none"> • Homosexual Relationships 	Ashford et al., chapter 10

	<ul style="list-style-type: none"> • Transition to Parenthood • Childless Couples: Voluntary and Involuntary <p>Support Systems and Communities Multicultural and Gender Considerations</p> <ul style="list-style-type: none"> • Blending Religions • Gender Roles: Equal? and Consequences. <p>Social Strengths and Hazards</p> <ul style="list-style-type: none"> • Parents of Child with a Disability • Divorce • Sexual Harassment • Rape and Sexual Assault • Domestic Violence 	
12	<p style="text-align: center;">Middle Adulthood</p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth and Development</p> <ul style="list-style-type: none"> • Menopause <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing Attitudes and Emotions</p> <ul style="list-style-type: none"> • Midlife Crisis <p>Psychological Strengths and Hazards</p> <ul style="list-style-type: none"> • Alcohol and Drug Addiction • Codependency <p style="text-align: center;"><u>Social Dimension</u></p> <p>Families, Groups, Support Systems, and Communities</p> <ul style="list-style-type: none"> • Blended Families or Stepfamilies • Relationships with their Children and Aging Parents • Grandparents Raising their Grandchildren <p>Multicultural and Gender Considerations Social Strengths and Hazards</p>	Ashford et al., chapter 11
13	<p style="text-align: center;">Late Adulthood</p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth and Development</p> <ul style="list-style-type: none"> • Sexuality <p>Biophysical Strengths and Hazards</p> <ul style="list-style-type: none"> • Chronic Health Problems • Alcoholism in Late Adulthood <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing</p> <ul style="list-style-type: none"> • Information Processing, Memory, and Learning <p>Attitudes and Emotions</p> <ul style="list-style-type: none"> • Grief and Loss <p>Psychological Hazards</p> <ul style="list-style-type: none"> • Alzheimer's Disease • Depression/Suicide <p style="text-align: center;"><u>Social Dimension</u></p>	Ashford et al., chapter 12

	<p>Families and Groups Support Systems, and Communities Relationships with Family, Couples, Children, and Friendships</p> <ul style="list-style-type: none"> • Religion and Spirituality • Hospice • Retirement <p>Multicultural and Gender Considerations Social Strengths and Hazards</p> <ul style="list-style-type: none"> • Elder Abuse • Discrimination 	
14	<p>Review for final exam Student evaluations Class responsibility</p>	
15	<p>Final examination</p>	

Note: Syllabus may change based on needs of the class

ASSIGNMENTS

Ethnographic study of one's family of origin (100 points). Each student will write a case report about his/her family of origin. Students are to study and cite relevant literature related to their family's culture(s), ethnicity(ies), and development (at least 3 references must be cited). Ethnographic research techniques are also to be used (study of family artifacts, documents, photo albums, observations and interviews). You may choose to explore factors that led to crises and challenges for the family, and the typical styles of coping and adaptation are to be considered. Other characteristics that the student may choose to explore are migration patterns, family organization, child rearing practices, religious beliefs, approach to eating, secrets, rituals, attitudes toward illness and death, help seeking behavior, attitudes toward other cultures and deviance, family and gender roles. Finally, how might your cultural identity influence your work as a social worker? How might your cultural identify influence your values as a social worker? If more than one culture comprises the culture of origin, ways that these differences were negotiated should be discussed. (5-6 typed pages, plus attachments). Use APA guidelines for writing style and format. **Due October 26th. Late papers will be reduced by 4 points per calendar day.**

2. Quizzes (70 points).

Students will take periodic quizzes (7) throughout the semester over readings. Quizzes will be given in varied formats (multiple choice, short answer, essay) but will primarily be given on Blackboard. Quizzes will be geared to ensuring that class materials are read. All quizzes **must** be turned in on the day the material is covered in class. I will not accept quizzes via email. I will not accept quizzes if you do not attend class.

3. Adolescent Paper (100 points).

Write a paper reviewing your experiences during adolescence. Your paper should address significant issues and life events that you experienced during adolescence and the effect these events and issues had on you at the time and may currently still have. (Issues that should be addressed include sexuality, drugs, peer pressure, body image and family dynamics.) How did issues of diversity affect your adolescence? Discussion of at least 3 theories must be integrated into your paper. Show how the

theories can be used to explain your behavior. For example, you may want to discuss how social learning theory may explain your involvement with certain friends. The paper should be 6-8 typed pages. References should be used in regard to your discussion of theories. Use APA style of referencing. A reference list must be included.

D. Oral Research Report (30 points).

In the first class, students are to sign up for one session in which they will make an oral report on related behavioral science research study reported in scholarly journals. This may be selected from the selected bibliography attached or located by the student in a current journal (published since 1995). Students should base their report on at least 2 scholarly articles related to the topic. Students will have a maximum of 10-15 minutes for their presentation. The presentation will be made on the class day that the topic is covered on the syllabus. A handout summarizing the 2 articles read and listing key information of utility to social workers should be provided to each class member (1-2 pages). Students are encouraged to work from an outline and not read their report, to practice and time their presentation carefully. The research studies should be summarized and critiqued. Presentation skills will be considered when grading this assignment.

Final Exam (100 points).

Students will choose to complete an in-class or take home final exam. The final exam will focus on how biological, psychological social, cultural, and spiritual dimensions influence human development. **The in-class exam is December 21st. Take home exams are due December 20th 10am. All late take home exams will be reduced 4 points per calendar day.**

Class Responsibility (25 points).

Class responsibility entails regular class attendance, class preparedness and active class participation with consideration for others. When students participate actively in class discussions, learning is enhanced. To be able to participate actively and with relevance to the course subject matter, it is important that you complete reading assignments prior to each class session. It is the student's responsibility, whether present or absent, to keep abreast of assignments. Each student and the instructor will assign portions of the grade. Honest self-evaluation is a critical component to social work practice. Missing classes and repeated tardiness will affect a student's grade in the course. You will use the class responsibility form attached to this syllabus to complete the assignment at the end of the course—**in class. Any student missing more than 3 classes will be asked to drop the course or could receive a failing grade for the course.**

CLASS RESPONSIBILITY

Class responsibility allows students to complete a self-evaluation relative to their class attendance, preparation, and participation. This will be completed in class on December 9th. Please do not complete prior to this time. Please respond honestly when evaluation yourself.

1. Attendance: It is expected that students attend each class session. In the event that a student is unable to attend a session due to illness, emergency or special circumstances, he or she is expected to notify the

instructor. If at all possible, notification should occur prior to the particular class session the student will be missing. Students should arrive to class on time. Arriving and departing early is disruptive to the class.

- 1) How many session have you been absent? _____
 - a) In how many of these sessions did you notify the instructor prior to the session in?
Which you were absent? _____
- 2) How many sessions did you arrive late for class? _____
- 3) How many sessions did you depart early from class? _____

2. Preparation: It is expected that students will complete reading assignments and be sufficiently prepared to discuss readings in class. Students are encouraged to discuss readings with peers, classmates, and instructor. Students are encouraged to consult additional readings and read recommended articles when time allows.

- 4) I completed all of the assigned readings prior to each session approximately (check one):
 100% of time
 99-90% of time
 89-80% of time
 79-70% of time
 less than 70% of time
- 5) I felt adequately prepared to discuss the readings at each session (check one):
 all of the time
 most of the time
 some of the time
 rarely
 never
- 6) In order to prepare for class sessions, I typically (check all that apply):
 Reread required materials more than once
 Read recommended materials
 Identify materials: _____
 Read supplemental materials other than recommended ones
 Identify materials: _____
 Read notes from prior class sessions
 Made written note of any questions I had
- 7) Consulted with instructor:
 about every week
 about 5-10 times
 about 3-4 times
 2-3 times
 never
- 8) Approached consultation with instructor in a prepared manner. I prepared an outline or made notes in advance of questions and possible resolutions to questions.
 all of the time
 most of the time
 some of the time
 rarely
 never

_____not applicable

3. Participation: It is expected that students will contribute to the maintenance of a healthy learning environment. It expected that all course participants (students and instructor) would respect the dignity of one another. It is expected that students actively participate in class discussions and exercises.

9) I actively participated in classroom discussions (check one):

- _____all of the time
- _____most of the time
- _____some of the time
- _____rarely
- _____never

Briefly describe your classroom discussion participation efforts: _____

10) I was respectful and supportive of the rights of participation of my student peers in the class:

- _____always
- _____almost always
- _____occasionally
- _____rarely

11) I was respectful and supportive of the rights of participation of the instructor in the class:

- _____always
- _____almost always
- _____occasionally
- _____rarely

12) I feel I contributed to a healthy classroom learning environment (check one):

- _____yes
- _____no

Briefly provide some key examples that support your response:

On at least one occasion, I detracted from a healthy classroom learning environment (check one):

- _____yes
- _____no

If yes, briefly describe how you detracted (on at least one occasion) from a healthy classroom learning environment:

SUMMARY:

1. Attendance: Based upon your responses to items (1) through (3), enter a number 0 and 10 as your score for attendance: _____

Briefly justify this score: _____

2. Preparation: Based upon your responses to items (4) through (8), enter a number between 0 and 10 as your score for preparation: _____

Briefly justify this score: _____

3. Participation: Based upon your responses to items (9) through (13), enter a number between 0 and 10 as your score for participation: _____

Briefly justify this score: _____

4. Enter your total score (add the 3 scores above) _____

Grading Structure				
475-460 = A	459-444 = A-	443-428 = B+	427-412 = B	411-396 = B-
395-380 = C+	379-364 = C	363-348 = C-	347-332 = D+	331-316 = D
Discussion Questions				140
Reflection				
Adolescent Paper				100
Exam				100
Quizzes				70
Oral Research				30
Ethnographic study of one's family of origin				100
Final Class Responsibility				25
Total				

DISCUSSION QUESTION RUBRIC

Discussion Question Assignment				
Postings: Post your assignment the discussion board by the date it appears in the course calendar the discussion Question rubric will be used to evaluate the assignment				
Evaluation Criteria	Advanced	Proficient	Not yet there	Not there at all
	Clear evidence of critical thinking – application , analysis, synthesis and evaluation. Postings are characterized by clarity of argument, depth of insight into issues, originality of treatment and relevance. Sometimes include unusual insights. Arguments are well supported (5pts)	Beginnings of critical thinking: postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought, tendency to recite facts rather than address issues (2pts)	Poorly developed ideas which do not add to discussion (1pt)	Does not enter the discussion
	Responds to at least 3 classmate’s posting on each of the discussion questions (3pts)	Responds to less than the required # of students (2pts)		Does not enter the discussion (0 points)
	Individual message and responses posted by deadline. Standard English mechanics and grammar is used (2pts)	Noticeable problem with mechanics or late posting (1pt)		No responses posed (0 points)
Maximum points available for each discussion assignment 10				

REFLECTION

<p>Overview:</p> <p>The concept of reflection is fundamental to experiential learning. The past experience is replayed or re-evaluated in terms of new information. This analytic exercise enables you to formulate new knowledge, perspectives, mental models, and ultimately, changes in behavior or action.</p>
<p>Objectives</p> <ul style="list-style-type: none"> • Review and reflect on what you have learned • Focus on how you learned
<p>Instructions:</p>
<p>1. Reflect on the following:</p> <ul style="list-style-type: none"> ✓ What did you think about, feel, and visualize while participating in this session? ✓ What attitudes, skills and concepts have you gained from participating in this session? ✓ What did you know before; What did you want to know, and what did you learn this session ✓ What did you learn in this session that you won't forget tomorrow? <p>What was the most significant factor in how you learned?</p>

REFLECTION RUBRIC

Evaluation Criteria	Advanced	Adequate	Not There at all
Evidence of critical thinking	Application, analysis, synthesis and evaluation. Postings are characterized by clarity of argument, depth of insight into issues, originality of treatment and relevance. Sometimes include unusual insights. Arguments are well supported (2 pts)	Some critical thinking is evident. postings tend to provide good general statements related to the content of the session. Assertions are not supported by evidence (1pt)	Poorly developed critical thinking (0 pts)
Ideas	Well developed; shows evidence of reflection and new introduces new ideas when appropriate (2pts)	Poorly developed; shows little reflection (1pt)	Did not complete assignment (0 pts)
Timeliness	Posts on or before deadline (1pt)	Late post (0 pts)	
Each reflection has a point value of 5			

Course Calendar Assignments and Due Dates at a glance

Session 1 Course Begins

Introductions

Response to classmates due

Reflection

Session 2

Read : Chapter 1

Discussion question due

take quiz

Reflection

Session 3

Read:

Discussion question due

Response to classmates due

take quiz

Reflection

Session 4

Read:

Discussion question due

Response to classmates due

take quiz

Reflection

Session 5

Read:

Discussion question due

Response to classmates due

take quiz

Reflection

Session 6

Read:

Discussion question due

Response to classmates due

take quiz

Reflection

Session 7

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Session 8

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Session 9

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Session 10

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Session 11

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Session 12

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Session 13

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Session 14

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Session 15

Student evaluation of teaching

Wrap-up

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