The University of Oklahoma  
College of Continuing Education  
Advanced Programs – Course Syllabus

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

Course Number:
SWK 5233-103

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 16-17, October 30-31, November 13-14, December 4-5, 2015
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
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 15, 2015.

Site Director:
Bethany Neubauer. Assistant: Carmen Weeks. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

Instructor Contact Information:
Course Instructor: 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
Instructor availability: The instructor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment. The instructor is also available for online appointments (e.g. Skype or Google hangout).

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@fheg.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 4 p.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.


3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; 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.

Major Course Divisions

A. The Profession of Social Work
   a. NASW Code of Ethics
   b. Understanding systems perspectives
   c. Understanding the strengths perspective

B. Foundational understanding the role of theory in social work practice
   a. Definition of theory and conceptual framework
   b. Scientific inquiry in context of theory development
   c. Epigenetic Framework

C. Psychological theories of individual behavior within a social work perspective
   a. Foundational principles of behaviorism
   b. Foundational principles of psychosocial development
   c. Foundational principles of social learning theory
   d. The role of cognition in learning
   e. The impact of Adverse Childhood Events

D. Family theory within a social systems framework
   a. Social systems perspective
   b. Foundational principles of Structural Family Theory (subsystems, roles, functions, dynamics)
   c. Stages of family development

E. Physical development over the lifespan
   a. Anatomy of nervous system and brain
   b. Physical changes related to development and aging

F. Cognitive development over the lifespan
   a. Stages of cognitive development
   b. Cognitive processing and memory
   c. Theories of intelligence

G. Emotional development over the lifespan
   a. Emotional intelligence
H. Social development over the lifespan
   a. Identity development
   b. Attachment theory
   c. Relationship development
   d. Social adaptation for populations-at-risk

Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introductions &amp; Course Overview, Human Development History</td>
<td>Syllabus</td>
<td>N/A</td>
</tr>
<tr>
<td>October 16</td>
<td></td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>Session 2</td>
<td>Epigenesis, Cognitive Development in the Early Years, Emotional Development in the Early Years</td>
<td>Chapter 2, Chapter 3, Chapter 4</td>
<td>N/A</td>
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<tr>
<td>Session 3</td>
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<tr>
<td>October 17</td>
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<td>Chapter 4</td>
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<tr>
<td>Session 4</td>
<td>The Emerging Self &amp; Socialization in the Early Years</td>
<td>Chapter 5</td>
<td>N/A</td>
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<tr>
<td>October 30</td>
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<tr>
<td>Session 5</td>
<td>Cognition in Middle Childhood, Self and Moral Development in Middle Childhood, Gender and Peer Relationship Development</td>
<td>Chapter 6, Chapter 7, Chapter 8</td>
<td>N/A</td>
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<tr>
<td>Session 6</td>
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<tr>
<td>October 31</td>
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<tr>
<td>Session 7</td>
<td>N/A</td>
<td>Review Chapters 1-8 and question examples on D2L</td>
<td>Exam 1 (Midterm)</td>
</tr>
<tr>
<td>November 13</td>
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<tr>
<td>Session 8</td>
<td>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</td>
<td>Chapter 9, Chapter 10, Chapter 11, Chapter 12</td>
<td>Draft of Integrative Paper due November 20 at 11:59 PM. (optional, but recommended)</td>
</tr>
<tr>
<td>Session 9</td>
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<tr>
<td>November 14</td>
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<tr>
<td>Session 10</td>
<td>Middle Adulthood: Cognitive, Personality and Social Development, Living Well: Stress, Coping and Life Satisfaction in Adulthood</td>
<td>Chapter 13, Chapter 14</td>
<td>N/A</td>
</tr>
<tr>
<td>December 4</td>
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<tr>
<td>Session 11</td>
<td>Gains and Losses in Late Adulthood</td>
<td>Chapter 15</td>
<td>Exam 2 (Final)</td>
</tr>
<tr>
<td>Session 12</td>
<td></td>
<td></td>
<td>Final draft of Integrative Paper due December 12 at 11:59 PM to D2L.</td>
</tr>
<tr>
<td>December 5</td>
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</tbody>
</table>

Assignments, Grading and Due Dates:

Integrative HBSE paper (30%)
This analysis should include 12 pages of double spaced text, not including appendices and references. It should be formatted in APA style in regards to margins, headings, page numbers, font, reference list, appendices, and in-text citations. You will receive a handout of the case that will provide the basis for this paper.
Problem Statement: 2-3 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: 3 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: 5 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 how this will affect your perspective on individual or family dynamics and/or development.

Integrative Paper Grading Rubric

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

**Drafts:**

Students are given the opportunity to provide a draft to the instructor for review and comments. **The due date for turning in drafts is November 20 at 11:59 PM.** The instructor will return drafts with comments by December 3. Students are encouraged to turn in complete drafts to maximize instructor feedback.

**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).

**Class Review (10%)**

At the beginning of each class session, individuals or groups of students (depending on enrollment) will be responsible for reviewing the previous session’s material. This will include a presentation (e.g. PowerPoint, infographic, or Prezi) on the major points covered in the previous session and a relevant example of how the information the students are reviewing might be used in future social work practice. Students are encouraged to focus on one concept or theory for application. Additionally, students will create a short (1-2 page) overview of the presentation and application and email the document to the instructor to be posted on the class D2L site. The handout is due to the instructor 30 minutes before the beginning of the class in which the students are presenting.

**Class Presentation (10%)**

Throughout the semester, students will be responsible for teaching and reinforcing course content to their peers. At least two weeks prior to class, the instructor will post a sign up list of weeks and topics to be covered. Generally, these will be broad theoretical concepts or stages of a theory. Individuals or groups of students (depending on enrollment and the number of concepts to be covered) will present the topic and show a short video clip demonstrating the topic. Students are encouraged to create their own video clips of family members or friends (with appropriate permission) to show in class. The students are welcome to utilize lecture material and/or to supplement with outside material in addition to the video clip. Students will email the link to the video to the instructor so it can be posted to the class D2L site.

**Reading Quizzes and Assignments (10%)**

Reading quizzes will cover reading materials only. Quizzes will be taken at the beginning of each class period to cover the assigned readings. The instructor will provide a list of which chapters will constitute the reading quizzes. All quiz scores will be averaged, and that figure will constitute 10% of the grade. Reading assignments will be based on pre-recorded lectures the students are required to view before class. The nature of the assignments are subject to change. Examples include quizzes at the beginning of the next class over the lecture material, reading reflections, or short-answer questions. The instructor will post the assignment two weeks before each assignment is due.

**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.
Bibliography


Grading:

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

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.

Breakdown of Class Grading Opportunities

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative HBSE Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 1 – Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2 – Final</td>
<td>15%</td>
</tr>
<tr>
<td>Class Review</td>
<td>10%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Quizzes &amp; Lecture Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Course Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale:

100-93 = A: Excellent: Work exceeds course expectations
92-83 = B: Good: Work meets course expectations
82-73 = C: Fair: Work marginally meets course expectations
72–71 = D: Poor: Work minimally meets course expectations
70 or below = F: Failure: Work does not meet course expectations

Missing and Late Assignments

Assignments are due at 11:59 PM on the assigned due date, unless otherwise specified. 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, 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. It is important to note that per University policy, I am not able to issue “Incomplete” as a grade. 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.
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.

Class Policies

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](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](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.

<table>
<thead>
<tr>
<th>Norman</th>
<th>Tulsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Resource Center</td>
<td>Office of Disability Resources</td>
</tr>
<tr>
<td>620 Elm Avenue – Suite 166</td>
<td>Schusterman Center</td>
</tr>
<tr>
<td>Goddard Health Center</td>
<td>4502 East 41st Street</td>
</tr>
<tr>
<td>Norman, OK 73019-2093</td>
<td>Tulsa, OK 74135-2512</td>
</tr>
<tr>
<td>405-325-3852 (voice)</td>
<td>(918) 660-3100</td>
</tr>
<tr>
<td>405-325-4173 (voice)</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:drc@ou.edu">drc@ou.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

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](http://www.socialworkers.org/pubs/code/default.asp) in the colleague responsibilities section and expects the same behavior in return.

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 all class meetings. Please be aware that the nature of this class requires that we stay on schedule. More than 2 absences may negatively impact the student’s participation and quiz grades. More than 3 absences will result in a failing grade. **Please note that missing an entire Saturday class counts as two absences (morning and afternoon sessions).** If you need to miss a class, please communicate as soon as possible with the instructor. Make up quizzes will only be given for excused absences. Students are responsible for contacting the instructor to schedule make up quizzes.

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.

Class Distractions Policy:
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. Refrain from non-class related activity - 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.

In addition to your attendance your presence is required for each class session. This means that you should come prepared to engage in and foster graduate level dialogue having read content relevant to the course. Refrain from cross-talking. Return from breaks punctually.

Due to the time and nature of the course (weekends in several hour chunks), 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). Breaks, including meals on Saturdays, will be configured into the schedule. 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.

Course and Instructor Evaluation:
You have the opportunity to evaluate both the course and instructor at end of the semester. If experiencing difficulty with some aspect of the class, schedule an appointment with the instructor to resolve it and do not wait until the mid-term or final evaluation.

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.

HIPPAA Statement:
In line with the new HIPPAA 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/coo/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. Please contact the Sexual Misconduct Office at 405-325-2215 (8am-5pm) or the Sexual Assault Response Team 405-615-0013 (24/7) to learn more or report an incident.

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.**

Course Schedule and Syllabus:
The syllabus and schedule are subject to change. Any changes will be communicated via a course announcement on the class D2L site and emailed to students. **Students are responsible for keeping up with emails and course announcements.** The instructor will also post a separate course calendar document and update it regularly.

Pre-Recorded Lectures:
Due to the compressed nature of this class, the instructor will post pre-recorded lectures for some chapters. This will allow extended time in the classroom for group activities and other learning opportunities. It is imperative for students to watch these videos **before the class** when they are due. Students will also complete assignments based on the lectures to demonstrate their learning.
Policies and Notices

Attendance and 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 make 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

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.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
Leah Gatlin, Ph.D.

Education
- Social Work, PhD Student, Baylor University
- Social Work (Administration and Community Planning), MSW, University of Oklahoma
- International Studies, BA, Baylor University

Current Position
- Therapist, Creating Options, Norman, OK
- Coordinator of Program and Contract Services, CommunityWorks, Norman, OK

Major Areas of Teaching and Research Interest
- Human Behavior in the Social Environment
- Social Welfare in the Changing World
- Inter-organizational Collaboration between Religiously Affiliated and Non-Religiously Affiliated Organizations
- Multidisciplinary Response Teams

Representative Presentations Given
- 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)

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