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 5233-104  

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:  

Location: Room 120, Zarrow Hall, 700 Elm Avenue, Norman OK  
Hours: Thursdays 6:00-9:00 p.m.  
Last day to enroll or drop without penalty: August 24, 2016.  

Site Director:  
Email: apnorman@ou.edu; phone: 405-325-3333.  

Instructor Contact Information:  
Course Instructor: Carrie Jankowski, MSSW, LCSW  
Mailing Address: 700 Elm Avenue  
Anne and Henry Zarrow Hall  
Norman, OK 73019-1060  
Telephone Number: (405) 673-3343  
E-mail Address: carriejank@ou.edu  
Instructor availability: The instructor will be available via e-mail, after class, during class break, or by appointment.  

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 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:

Course will be conducted using a variety of teaching methods such as (but not limited to) exams, lecture, papers, blog writing, student presentations, group discussion, interactive activities, role plays, guest speakers, relevant online teaching supports, and other creative measures to stimulate comprehension of materials. There will be one break provided during class sessions.

Students are expected to attend and actively participate in all classroom discussions, group exercises, and reading assignments. Completion of assigned readings is essential to maximum participation and integration of class discussions and will be measured through course assignments. Attendance is a major factor in the class responsibility component of the semester grade. Professional use of self is evidenced in interpersonal communications, preparation, attention, and appropriate participation in class discussions and exercises. Elements of generalist social work practice knowledge, values, skills and emphasis on the NASW Code of Ethics, including a professional demeanor, are expected criteria for all students in peer and instructor interactions.

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 (subject to change per instructor’s discretion):

<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 and Course Overview&lt;br&gt;• OU Create Website Development (guest presenter)&lt;br&gt;• Human Development History</td>
<td>Syllabus&lt;br&gt;Chapter 1</td>
<td>NA</td>
</tr>
<tr>
<td>Aug. 25</td>
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<tr>
<td>Session 2</td>
<td>Epigensis</td>
<td>Chapter 2</td>
<td>Blog Post 1 (BP) in class</td>
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<tr>
<td>Sept. 1</td>
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<tr>
<td>Session 3</td>
<td>Cognitive Development in Early Years</td>
<td>Chapter 3</td>
<td>BP2 in class</td>
</tr>
<tr>
<td>Sept. 8</td>
<td></td>
<td></td>
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<tr>
<td>Session 4</td>
<td>Emotional Development in Early Years</td>
<td>Chapter 4</td>
<td>BP3 in class</td>
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<tr>
<td>Sept. 15</td>
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<tr>
<td>Session 5</td>
<td>Emerging Self and Socialization in Early Years</td>
<td>Chapter 5</td>
<td>BP4 in class</td>
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<tr>
<td>Sept. 22</td>
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<tr>
<td>Session 6</td>
<td>• Cognition in Middle Childhood&lt;br&gt;• Self and Moral Development in Middle Childhood</td>
<td>Chapter 6 &amp; 7</td>
<td>BP5 in class</td>
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<tr>
<td>Sept. 29</td>
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<tr>
<td>Session 7</td>
<td>Gender and Peer Relationship Development</td>
<td>Chapter 8</td>
<td>BP6 in class</td>
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<tr>
<td>Oct. 6</td>
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<tr>
<td>Session 8</td>
<td>• Mid Semester Evaluation&lt;br&gt;• Exam 1 (Mid-Term)</td>
<td>Review Chapters 1-8 and question examples on D2L</td>
<td>NA</td>
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<tr>
<td>Oct. 13</td>
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<tr>
<td>Session 9</td>
<td>Physical, Cognitive and Identity Development in Adolescence</td>
<td>Chapter 9</td>
<td>BP7 in class</td>
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<tr>
<td>Oct. 20</td>
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<tr>
<td>Session 10</td>
<td>The Social World of Adolescence</td>
<td>Chapter 10</td>
<td>BP8 in class</td>
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<tr>
<td>Oct. 27</td>
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<tr>
<td>Session 11</td>
<td>Work Day! Use this time to work on your papers, catch up on readings and work ahead on assignments</td>
<td>N/A</td>
<td>Optional Instructor-reviewed Rough Drafts of Case Analysis due 11-7-16 at 8:00am to DropBox</td>
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<tr>
<td>Nov. 3</td>
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<tr>
<td>Date</td>
<td>Topic(s)</td>
<td>Reading</td>
<td>Assignment Due</td>
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| Session 12 Nov. 10 | • Physical, Cognitive, Socioemotional, and Vocational Development in Young Adulthood  
                          • Peer Review of Case Analysis in class—bring nearly complete rough draft (at least 75% complete with completed citations) to trade with a peer | Chapters 11 & 12 | BP9 in class  
                          Rough Draft of Case Analysis due for in-class Peer Review—submit to DropBox before class |
| Session 13 Nov. 17 | Middle Adulthood: Cognitive, Personality and Social Development | Chapter 13      | Case Analysis due 11-23-16 at 8:00am to DropBox                   |
| Nov. 24   | Thanksgiving—No Class                                                    | NA              | NA                                                              |
| Session 14 Dec. 1  | • Living Well: Stress, Coping and Life Satisfaction in Adulthood  
                          • Gains and Losses in Late Adulthood  
                          • Class Closure/ Evaluation | Chapter 14 & 15 | BP10 in class                                                      |
| Session 15 Dec. 8  | Exam 2 (non-comprehensive Final)                                         | Review Chapters 9-15 and question examples                     | BP11 in class                                                      |

Assignments, Grading and Due Dates

**Integrative HBSE Case Analysis (100 points):**

This analysis should include 12 pages of double spaced text, not including cover page, appendices and references. It should be formatted in APA style including cover page, no abstract, 1” margins, running head, headings, 12 pt. Times New Roman 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 (2):
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.

Peer Review Drafts:
Students are given the opportunity to provide a nearly complete rough draft to peers for review and comments in class on November 10. Paper must be at least 75% complete and all in-text citations and references must be complete. If you would like the draft to be reviewed by the instructor, please email instructor separately requesting this. The instructor will return drafts with comments by November 23.

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

Exam 2 (50 points)
A closed book, 50 question multiple-choice exam covering the development periods of adolescence through death (Chapters 9-15).

Class Review (20 points)
At the beginning of each class session, individuals or groups of students (depending on enrollment) will be responsible for presenting a review of the previous session’s material. This presentation (e.g. PowerPoint, infographic, or Prezi) will include 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 Canvas site. The handout is due to the instructor 30 minutes before the beginning of the class in which the students are presenting.

Class Presentation (20 points)
Throughout the semester, students will be responsible for teaching and reinforcing course content to their peers. At the beginning of the semester, 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 Canvas course site.

Blog Posts on Readings (50 points)
Blog posts will cover reading materials only in reflection or short answer format. Blog posts will be done at the beginning of each class period to cover the assigned readings. Readings for that class day will be eligible to be covered. All blog posts will be worth 5 points and lowest grade will be dropped.
Student Website Development Project (20 points)

In this assignment, which begins in class, students will learn how to create and maintain a web-based portfolio to utilize in SWK 5233 course and throughout their academic and professional career. Students will create a website, highlighting professional information to increase the student's marketability in an ever-increasing digital world and to stand out from the competition.

Students will bring tablet or laptop devices to class on designated day to use in a guided instructional lecture to begin creation of their personal/professional websites. Students are provided with a URL through http://create.ou.edu to utilize while enrolled at the University of Oklahoma. Students will include (at minimum) the following features on their sites: title, theme, menu, blog roll, and biography. Grading will be based on if above features are present on their webpage.

Course Participation (10 points)

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.

Methods of Evaluation

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

Breakdown of Class Grading Opportunities:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative HBSE Paper</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1 – Midterm</td>
<td>50</td>
</tr>
<tr>
<td>Exam 2 – Final</td>
<td>50</td>
</tr>
<tr>
<td>Blog posts</td>
<td>50</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Class Review</td>
<td>20</td>
</tr>
<tr>
<td>Student Website</td>
<td>20</td>
</tr>
<tr>
<td>Course Participation</td>
<td>10</td>
</tr>
</tbody>
</table>

Grading Scale: (Total points for course: 320 points)

90-100% = A: Excellent: Work exceeds course expectations
80-89% = B: Good: Work meets course expectations
70-79% = C: Fair: Work marginally meets course expectations
60-69% = D: Poor: Work minimally meets course expectations
59% or below = F: Failure: Work does not meet course expectations

Missing and Late Assignments:

Assignments are due on the assigned due date, unless otherwise specified. Late assignments will be deducted 5 points per 24 hour period, unless prior arrangements have been made or an emergency arises. Work will not be accepted beyond a week late, unless other arrangements have been made. If a student
experiences an emergency, she or he should notify the instructor as soon as possible and be prepared to provide written documentation of the emergency. Technology issues generally will not qualify as an emergency.

It is important to note that per University policy, instructor is not able to issue “Incomplete” as a grade; “I” can be given by Graduate Coordinator. If coursework cannot be finished on time, please talk to instructor as soon as possible to discuss 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:

Instructor expects 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>
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<tr>
<td>Email: <a href="mailto:drc@ou.edu">drc@ou.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Behavior:

Students are expected 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 during class, including (but not limited to) 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. Students are expected to attempt to resolve conflicts with each other before approaching instructor for assistance.

### The OU 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](http://www.ou.edu/writingcenter/onlinesubmission.html).

### HIPPA Statement:

In line with the new HIPPA 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](http://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. 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.

**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:**

Attendance and participation are important for effective learning. This means that students should not only attend class but should actively participate in class discussions. In addition to attendance, participation is required for each class session. This means that students should come prepared to engage in and foster graduate level dialogue having read content relevant to the course. Refrain from cross-talking.

Excused absences are defined in your student codebook. Outside of the exceptions in the codebook, 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 the overall grade by 10 percent. If a student missed between 7-9 hours, the student will be responsible for completing a 10 page make-up assignment reflecting on the assigned readings for the missed class session. If more than 9 hours of course in any semester are missed, the student will be 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 fellow cohort members for updates.

All students are expected to sign in within the first 5 minutes of class. Students are expected to be respectful of start time as act of professional behavior. Please return from breaks punctually.

If students need to miss a class, please communicate as soon as possible with the instructor. **Make-up work will only be given for excused absences.** Students are responsible for contacting the instructor to schedule make up assignments. Contact with instructor must be made within 2 weeks after missed class to be eligible for make-up work, even if absence is excused.

Attendance includes both physical presence as well as active engagement in class. Students are the experts on their own experiences and prior knowledge. Much of student learning will happen by sharing and listening to others’ experiences. As such, it is imperative that each student is actively engaged in the class activities and dialogues, as well as demonstrative of mutual respect.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies within reason, 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. Please notify professor in writing in advance of excused absence. Absences for medical reasons must have written documentation from medical professional to be considered as excused. Excessive absences will not be excused and will be reflected in class participation grade (see paragraphs above).

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. Unless you are notified otherwise, please assume that assignments will be due as scheduled, even if the university is closed.

Class Distractions Policy:

Computers or other electronic devices may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Please refrain from emailing, texting, social networking, and use of the Internet as not directly related to class. The use of cell phones during class time is prohibited and phones should be put away. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in being asked to leave class and incurring an unexcused absence.

Other examples of distracting classroom behavior are as follows (but not limited to): any non-class related activity, reading during lecture or class activities, working on non-class material, texting, holding side conversations, and sleeping (either sitting up or head down) are examples of unaccepted classroom behavior.

One break will be provided for students to take care of non-course related things. Please be respectful of others and use that time wisely.

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.

Course and Instructor Evaluation:

You have the opportunity to evaluate both the course and instructor formally via eval.ou.edu at end of the semester. If experiencing difficulty with some aspect of the class, schedule an appointment with the instructor to resolve it and please do not wait until the final evaluation.

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 website/Canvas course site and/or emailed to students. Students are responsible for keeping up with emails and course announcements. Students will have access to the course calendar on the Canvas site and instructor will update it regularly.

Bibliography

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 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](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/](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.

For more information about Advanced Programs, visit our website at: [http://www.goou.ou.edu/](http://www.goou.ou.edu/)
Instructor Vita
Carrie Martin Jankowski, MSSW, LCSW

Education
• 2001 Master of Science in Social Work, The University of Texas at Austin
• 1999 Bachelor of Science in Psychology, University of Louisiana at Lafayette

Current Positions
• 2014- present  Community Faculty, The University of Oklahoma School of Social Work
• 2013- present  Board Approved Licensing Supervisor for Oklahoma State Board of Social Workers
• 2004- present  Licensed Clinical Social Worker, Community Pathways Unlimited, Inc.
• 2015- present  Faculty Liaison, The University of Oklahoma School of Social Work

Frequently Taught Advanced Programs Courses
• Human Diversity and Societal Oppression (SWK 5333)
• Generalist Practice 1: Individuals and Families (SWK 3103)
• Generalist Practice 2: Groups, Organizations and Communities (SWK 5113)
• Human Behavior in the Social Environment: Individuals, Families, and Treatment Groups (SWK 5233)

Major Areas of Teaching and Research Interest
• Gerontology
• Medical Social Work
• Outpatient Direct Practice
• Children and Families

Major Professional Affiliations
• Oklahoma Association for Medical Social Work
• National Association of Social Workers

Representative Honors and Awards Received
• Outstanding Community Faculty Award, OU School of Social Work, 2015-2016
• Easter Seals- Central Texas Employee of the Year, Outpatient Rehabilitation Services, 2002
• Easter Seals- Central Texas Leadership Award, 2002