

## SOC W 620: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

**Instructor:** Sherinah Saasa, Ph.D., LCSW

**Location:** B132 JFSB

**Class Time:** Wed 8:00am – 10:50am [Sec. 001]

Wed 12:00pm - 2:50pm [Sec. 002]

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**Office Hours:** Tuesday 9:00am

12:00pm/by appointment

***PLEASE NOTE:** The syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

### ***COURSE DESCRIPTION***

This course analyzes theories of human behavior in the social environment from a life span developmental approach. The content of this course is designed to increase students' potential for effective generalist social work assessment and interventions with individuals, families, groups, social systems, and communities. We draw upon an eco-systemic framework that highlights micro, mezzo, and macro level influences on behavior with emphasis on biological, psychological, social, and spiritual dimensions of development. Attention will be given to the effects of oppression on individuals, families, communities, and society in line with the profession's commitment to disempowered populations. Students will examine the effects of social structures, social policies, and cultural patterns on individuals at all stages of life.

### ***LEARNING OUTCOMES***

<b>Council on Social Work Education (CSWE) Competencies</b>	<b>Related BYU AIMS</b>
1. <b>Competency 2:</b> Advance Human Rights and Social, Racial, Economic and Environmental Justice.	Spiritually Strengthening Character Building
2. <b>Competency 3:</b> Engage in Anti-Racism, Diversity, Equity, and Inclusion in Practice	Spiritually Strengthening Character Building
3. <b>Competency 5:</b> Engage in Policy Practice.	Lifelong Learning and Service

### ***BEHAVIORAL OBJECTIVES***

Through participation in this course, students will be able to:

1. Understand the rationale for theory and research-based practice in assessment and intervention with individuals and families.
2. Critique major theories of human development, taking into account key assumptions, biases, and values inherent in each theory.

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3. Explain ways that ethnicity, culture, gender, sexual orientation, class, disability, and other factors of diversity contribute to typical and divergent trajectories of human development and their implications for social work practice.
4. Identify and apply the major concepts associated with the ecological systems perspective and the biopsychosocial paradigm in a manner consistent with social work values and the promotion of social and economic justice.
5. Recognize the ways that socio-cultural-historical and economic forces influence human functioning and affect the dynamics of oppression and social injustices (e.g. illness, disability, deprivation, discrimination).
6. Know the role of policy on service delivery and recognize the importance of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social justice.
7. Recognize the dynamics of interpersonal communications, transactions, and change so as to understand how one's own biases and values affect the assessment process.

### ***ASSESSMENT OF COMPETENCE***

The table below outlines how CSWE *Competencies 2, 3 and 5* will be assessed in this course, including the corresponding dimensions (in italics and bold) – *knowledge, values, processes and skills* -- necessary for learning and developing competence (see assignment descriptions, and/or rubric where available, for further details):

<b>CSWE Competencies</b>	<b>Assignment</b>
<b>Competency 2:</b> Advance Human Rights and Social, Racial, Economic and Environmental Justice.	1. Health Disparities Paper Q5 ( <i>k, v, p</i> ) 2. Lifespan Analysis Paper Q3 ( <i>k, v, p</i> )
<b>Competency 3:</b> Engage in Anti-Racism, Diversity, Equity, and Inclusion in practice	1. Health Disparities Paper Q1 – Q4 ( <i>k, v, p</i> ) 2. Lifespan Analysis Paper Q2 ( <i>k, v, p</i> )
<b>Competency 5:</b> Engage in Policy Practice.	1. Health Disparities Paper Q7 ( <i>k, v, p</i> ) 2. Lifespan Analysis Paper Q4 ( <i>k, v, p</i> )

**NOTE:** In order to be considered competent for each *Competency*, students must pass both of the above assessment points with an 80% or better. If a student is not competent on a competency, he/she will follow remediation instructions in the MSW Student Handbook.

### ***COURSE MATERIALS***

#### **Required Textbook**

1. Rogers, A.T. (2016). *Human behavior in the social environment: Perspectives on development and the life course*, 5<sup>th</sup> Ed. New York: Routledge
2. Thomas, A. (2017). *The Hate U Give*. New York: Balzer + Bray.
3. Study resources (interactive cases and web link activities) for the course text can be found at: <http://routledgesw.com//caseStudies>

#### **Recommended Textbook**

Hutchison, E. D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course* (2<sup>nd</sup> ed.). Thousand Oaks, CA: SAGE.

## ***PARTICIPATION AND ATTENDANCE POLICY***

1. **Participation Policy:** It is my expectation that the course will be a forum for focused discussion, critical thinking, and incisive application of material to social work practice. I expect all students to come prepared to engage in such dialogue and participate in class activities. Preparation includes completing all assigned readings and watching/listening to any assigned media before class begins. Participation includes actively contributing to classroom discussions, participating in small group activities, and active listening. Students will provide an accounting for their class preparation and participation at the end of semester for 10 points.
2. **Attendance Policy:** You are expected to attend class, arrive on time, and stay for the duration of the class. We will be covering a great deal of material this semester, and missing even one class will require that you “double down” to catch up. This having been said, I understand that “life happens,” and it may not be possible for you to attend every class. One absence does not involve a loss of points. A second absence will result in a 7-point deduction from your total attendance points. A third absence or more will result in a loss of all attendance points (- 15 points), equivalent to a letter grade deduction on your final score, unless prior arrangements were made with the instructor.

## ***COURSE EXPECTATIONS***

1. **Read the assigned readings:** You are expected to have read the assigned chapters and articles and raise questions to demonstrate critical thinking and analytical skills. Not all readings will be reviewed in class; however, the content from assigned readings should be incorporated within written assignments.
2. **Turn assignments in on time:** All assignments must be turned in on their scheduled date and time. Most assignments are uploaded to Learning Suite and the upload date and time will be documented automatically. Your assignment grade will be deducted 10% for each day the paper is late unless prior approval has been obtained and/or a catastrophic event has occurred. It is your responsibility to make arrangements with the professor regarding late assignments **before** the assignment is due.
3. **Express differences respectfully:** Social workers aim to understand, value and respect the uniqueness, worth and diversity of other people. Differences in values, opinions and ideas are encouraged, yet refinement is necessary to ensure a respectful manner to other students and the professor. Acts of disrespect will not be tolerated in the classroom.
4. **Use of electronic devices:** We are all invested in creating a learning environment of respect and engagement. Please turn off cell phones during class. *While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: surfing the web, reading and responding to email, Facebook, etc.*

## ***COURSE REQUIREMENTS***

### **COURSE FORMAT**

This course is designed to maximize student learning opportunities and professional growth through interaction, critical thinking, and self-motivation to improve and take advantage of one’s learning opportunities. This course will employ a variety of instructional approaches (e.g., reading assignments, lectures, presentations, class discussions, exercises, etc.), many of which will incorporate the use of multimedia.

<b><u>ASSIGNMENTS</u></b>	<b><u>Points</u></b>	<b><u>Due</u></b>
(1) Personal Application	48	Throughout
Participation & Attendance	25	Throughout
(2) Quarterly Quizzes (3)	75	Throughout
(3) Health Disparities Paper	40	11:59PM Wed 10/11
(4) Group Theory Presentation	25	10/18 - 11/8
Individual Critique	10	11:59PM Tues 11/14
(5) Lifespan Analysis Paper	40	11:59PM Wed 12/20

### **GRADING SCALE:**

A	94-100	B-	80-83.99	D+	67-69.99
A-	90-93.99	C+	77-79.99	D	64-66.99
B+	87-89.99	C	74-76.99	D-	60--63.99
B	84-86.99	C-	70-73.99	E	0-59.99

### **Assignment # 1: Class Preparation and Participation **73 points****

#### **a. Weekly Personal Application 48 points**

Due: each week 1 day before class

The purpose of this written assignment is to help you make meaning of the readings prior to coming to class and synthesize key concepts and emerging themes that are appearing.

*Competency 2, 3 & 5: knowledge, processes, and values.*

Complete either question (i) OR (ii) each week. Alternate between answering question (i) and (ii) throughout the semester.

- i) Respond to the following questions for each reading, where relevant:
  - What struck you most in the reading(s) and why? What new insights did you have?
  - What are the implications of this reading for your personal or professional development?
  - What questions, issues, and concerns do you have about the content (must have at least one)?
- ii) Respond to one of the questions in the end-of-chapter exercises referring to the interactive cases, and Web link activities.

There are no right or wrong “answers” or entries. All submissions are reviewed on the basis of you taking the keeping of this journal seriously. If you submit a thoughtful

journal, you will receive full credit. If you do not, you will receive no credit. Journal length should be no more than 1 page double-spaced.

**b. Class Participation & Attendance 25 points**

Due: 12/13 (11:59PM on Learning Suite)

Attendance of all classes sessions is expected; it is important to be in class on time so as not to miss material or disrupt class. If you have to miss class for any reason, please let me know so that I am aware of the circumstances warranting class absence (**see Attendance policy for details on point deduction for class absences**). At the end of the semester, students will provide an accounting for their class participation (10 points) and attendance (15 points) using the grading rubric provided. [Keep track of your points and submit by the final day of class].

**Class Participation & Attendance**

Grading Criteria	Highly Competent	Competent	Below Competent	Score
<b>Preparation for Class</b>	Student comments and responses demonstrated thorough knowledge and understanding of concepts contained in the assigned text material. <b>Student reports reading/viewing all the assigned text materials.</b>  (5)	Student comments and responses demonstrated partial knowledge and understanding of concepts contained in the assigned text material. <b>Student reports having read part of the assigned text materials.</b>  (2)	Student comments and responses did not demonstrate knowledge or understanding of concepts contained in the assigned text material. <b>Student reports not having read the assigned text materials.</b>  (0)	____/5
<b>Participation in Discussion</b>	Student <b>proactively shared appropriate</b> comments and questions during classroom discussions.  (3)	Student shared appropriate comments and questions during classroom discussions <b>with prompting.</b>  (2)	Student <b>did not share appropriate</b> comments and questions during classroom discussions.  (0)	____/3
<b>Respectfulness and Pertinence of Comments to Classroom Discussion</b>	Student comments <b>were respectful, pertinent, and meaningful</b> to the classroom discussion.	Student comments were <b>somewhat respectful, pertinent, and meaningful</b> to the classroom discussion.  (1)	Student comments were <b>minimally respectful, pertinent and meaningful</b> to the classroom discussion. (0)	____/2

	(2)			
<b>Attendance</b>	Student <b>did not miss any classes, OR missed one class</b> this semester  (15)	Student <b>missed two classes</b> this semester  (7)	Student <b>missed more than two classes</b>  (0)	_____/15

By 11:59 pm on the last day of class, each student will submit online via learning suite the Participation Score (out of 10 points total, as determined by the above rubric) and Attendance Score (out of 15 total points) they believe they deserve for each class attended this semester. The instructor will consider the student's self-evaluation.

**Assignment # 2: Quarterly Quizzes 75 points**

**Due: Approx. every 5 weeks (opens Noon/Wed, closes 11:59PM /Tue; on Learning Suite)**

*The purpose of this assignment is to motivate students to read course materials and to help with retention and further understanding and application of class content.*

There will be 3 quizzes (25 points each). Each quiz will comprise of multiple-choice, true/false, matching and short answer questions. Quizzes will cover reading(s) for the previous 4 weeks plus the week the quiz opens (5 weeks total readings). The best way to prepare for these quizzes is to read the material initially for the purpose of retaining it. To foster learning that comes from group consultation and problem-solving in the field of social work, quiz 1 & 3 will be closed book but open consultation with other classmates taking the quiz at the same time (consultation is optional with *no more than 5 students* to a test consultation group), while quiz 2 will be closed book and no consultation, taken privately. These will all be timed quizzes and you will be allowed only one attempt for each quiz.

**QUIZ SCHEDULE**

<b>Content Covered</b>	<b>Dates</b>
Quiz 1: Week 1- 5 [Chapters 1-3]	October 4 - 10
Quiz 2: Week 6-10 [Chapters 4-7]	November 8 - 14
Quiz 3: Week 11- 15 [Chapter 8-12]	December 13 -19

Note: Questions also derived from other assigned readings/chapters and class discussions covered during the designated time period.

**Assignment # 3: Health Disparities Paper 40 points**

**Due: October 11 (11:59PM on Learning Suite)**

*The purpose of this assignment is to help students critically analyze the influence of diversity and difference on divergent health trajectories and human behavior.*

Competency 2,3 & 5: knowledge, values, and processes.

In a 4-5 paged double-spaced paper, students will describe a health or mental health disorder or environmental circumstance, and will discuss its differential impact on a specific subgroup of

adults. Begin by choosing a **health or mental health condition** (e.g., diabetes, cancer, HIV/AIDS, schizophrenia) or **environmental condition or circumstances** (e.g. divorce, domestic or community violence, or exposure to environmental toxins), and a **subgroup** (e.g. persons of a particular race, ethnicity, socioeconomic class, sexual orientation, gender or gender identity, age, religion, or location) who are uniquely or disproportionately affected. There is much evidence of disparities across subgroups in the causes, diagnosis, treatment, and outcomes for particular disorders as well as the distribution of environmental conditions that affect wellbeing. Then, develop your paper according to the following:

1. The **etiology** (roots or cause), **symptomatology**, and **prevalence** of the condition within the group. It is helpful to cite comparative data – how does the condition manifest in your chosen group in comparison to the population as a whole?
2. The **meaning and significance** of the condition to those within the group. Many Western, DSM interpretations of disorders and conditions are not shared by all cultures. For example, some conditions or symptoms have different meanings according to culture. In ancient Hawaii, it was believed that excess body weight signified royalty; in sub-Saharan Africa, it has been believed that psychotic disorders are caused by a spell. In addition, many health disparities reflect/symbolize generations-long experiences of discrimination and oppression.
3. **Individual, family, and community factors** that may affect the incidence or course of the disorder/condition. For example, gun violence in neighborhoods may prevent children from going outdoors, and thus may contribute to obesity; in some cultures, it is shameful to discuss personal struggles outside of the family, and this may pose a barrier to seeking help.
4. The **impact of the disorder or condition** on your chosen subgroup, including impacts on individuals, families, and communities. (For example, how has the disproportionate incarceration of African American males impacted family life, education/employment outcomes, and other dimensions of well-being?). [**Comp. 3: Q1-Q4**]
5. (a) An overview of the **impact of structural/institutional factors**. Incorporate concepts from common mechanisms of oppression covered during the first week of class (e.g. economic power and control, assimilation, blaming the victim, stereotyping, violence, or threat of violence among others) AND/OR from one of the following articles listed in the course readings in your discussion of the health condition and its impacts:
  - Phelan, J. C., & Link, B. G. (2015). Is racism a fundamental cause of inequalities in health?
  - Feagin, J., & Bennefield, Z. (2014). Systemic racism & U.S. health care.
  - Metzl, J. M., & Roberts, D. E. (2014). Structural competency meets structural racism: Race, politics, and the structure of medical knowledge.(b) how do theoretical frameworks (e.g. the five faces of oppression, social determinants of health, structural competency, systemic oppression) help us to better understand the disparity? [**Comp. 2**]
6. **Recommendations for individual/family intervention** with your chosen group. What factors will be critical for the social worker to bear in mind in assessment and intervention? Are there documented best practices? If so, briefly describe these.
7. **Recommendations for community/macro intervention**, including advocacy for policies that might affect the outcome or incidence of the condition or disorder, with an eye toward issues of discrimination, inequality, and social justice. Is there documentation of community

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or policy-level interventions that have been successful? If so, briefly describe these. [Comp. 5]

Use current literature (typically within the last 8-10 years) from scholarly journals or scholarly Websites to research your topic (a minimum of 5 references). Please use subheadings to organize your thinking and ensure flow, and include citations and references in APA format. Review APA guidelines if needed (links online such as: <https://owl.english.purdue.edu/owl/resource/560/08/>). **Page limit does NOT include the cover page & references.**

### Grading Rubric for Health Disparities Paper

Component	Possible Points	Score
1. Etiology, symptomatology, and prevalence	4	
2. Meaning and significance	3	
3. Individual, family, and community factors that affect the incidence	4	
4. Impact on individuals, families, communities	4	
5. Discussion of structural/institutional factors (4pts): Incorporation of <i>mechanisms of oppression</i> or other theoretical model content (4pts).	8	
6. Specific recommendations for assessment/intervention at individual/family levels	4	
7. Specific recommendations for macro/community intervention, policy change	6	
8. Quality of sources used	3	
9. APA style; professionalism, quality & clarity of writing	4	
<b>Total points</b>	<b>40</b>	

#### **Assignment # 4: Group Theory Presentation & Critique**

**35 points**

**Due: sign-up by 9/13, presentations will be from 10/18 – 11/8**

*The purpose of this assignment is to critically analyze and synthesize relevant human behavior theories central to this course in order to better understand their applicability to social work practice via a specific case example.*

Competency 2, 3 & 5: knowledge, values and processes.

Five theories of human behavior will be explored through work in small groups. All groups will select a theme or case study from the book, “*The hate u give*” and connect it to their assigned theory. You will need to have read the case study in its entirety to complete this assignment. It is



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important to have read the entire book by Week 7 (Oct 18) as the first 2 presentations are scheduled for that week. *Students opting to do Week 7 presentations are strongly advised to complete the case reading by Week 5 to have sufficient time to prepare your presentation.*

Please read through this assignment in its entirety before you begin this task, and review the rubrics that will be used to assess your work. Each theory group will have 15-20 minutes for the class presentation and will be *strictly* held to this parameter. You will have the opportunity to sign up for your preferred theory and presentation date, but it is critically important that you check your calendars and commitments before signing up.

<b>Presentation Date</b>	<b>Theory</b>
Oct 18 Week 7	Conflict Theory Critical Race Theory
Oct 25 Week 8	Symbolic Interaction/Social Constructionism
Nov 1 Week 9	Social Learning (Bandura)
Nov 8 Week 10	Humanistic Theory (Maslow)

This assignment consists of three parts: presentation, handout, and written critique (presentation + handout = 25 points; written critique = 10 points). Below is information for each part.

### **PART 1: CLASS PRESENTATION**

The focus of your 15–20-minute presentation is four-fold:

1. Provide an overview of the theory with an emphasis on the aspects most relevant to advancing your understanding of the case.
2. Apply the theory to the case study using the following questions as a guide:
  - How might the situation be viewed through your theory? How does it apply across micro/mezzo/macro contexts? If you feel you are missing information necessary, use the information you have and include questions you would ask to gather the necessary information to expound the situation through your theory.
  - What are the strengths and weakness of the theory *as applied to the case* (not strengths and weaknesses “in general”)?
  - What ONE question (*phrased as a question*) remains about Starr’s case after you’ve exhaustively considered her case from your theoretical position? Your question should not be worded in a way that could be answered with “yes” or “no” but, instead, as a question requiring depth of thought to answer.
3. Explanation of why we would need this theory outside of this class (i.e., practical application).
4. Consider the impact of social policy on the case study. Identify a current social policy, viewed using your theoretical lens, what recommendations for policy modifications/changes would you make to advance human rights, social, economic, and environmental justice?

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Limited time will necessitate making hard decisions as to what to include/omit. You are advised to allocate as much time, if not a little more, for the application as you did the overview (with emphasis on relevant theoretical aspects). And, you are encouraged to be creative! Resist the temptation to “do what other groups have done” in planning your presentation.

## **PART 2: HANDOUT**

Prepare a one-page handout to share with the class. The purpose of the handout is to provide a useful resource for future use. At the top, note the name of your theory, group members’ names, and the date of your presentation. *There should be three sections on your handout:*

- Main Points:
  - Overview of theory, including the major assumptions/tenets of the theory, and strengths and weaknesses (in general...*beyond* applicability to case study).
- Relevance to Social Work Practice:
  - Think broadly...*beyond* applicability to case study. Briefly describe the kinds of situations, populations, etc., for which this theory would be most useful.
- References
  - Cite 3-5 scholarly references (e.g., journal articles, books) used to prepare your presentation. The text provides information about the theories (some more than others). While you may draw on the text, your 3-5 scholarly references must constitute the *primary* sources of information for your presentation and handout.
  - Format reference citations per APA, 6th edition.

## **ADDITIONAL INSTRUCTIONS FOR PARTS 1 AND 2:**

*If you are using PowerPoint or some other presentation software, one group member should send me via email attachment a pdf of your presentation by 11:59 PM the night before you present. Please also include a pdf attachment of your handout. Only a pdf will be accepted and both attachments should be in final form.*

### **Grading Rubric for Group Theory Presentation**

<b>Component</b>	<b>Possible Points</b>	<b>Score</b>
Did you follow the guidelines for this assignment? <ul style="list-style-type: none"><li>○ Were you poised, confident and engaging presenters?</li><li>○ Kept appropriate time?</li><li>○ Creativity?</li></ul>	3	
Did you address everything specified in Part I? <ul style="list-style-type: none"><li>○ Did you demonstrate deep familiarity with the theory as relates to your case? (3pts)</li><li>○ Did you identify how the theory applies across micro/mezzo/macro contexts, and demonstrate understanding of its strengths and weaknesses as relates to your case? (5pts)</li><li>○ Did you provide practical application of theory in our time? (2pts)</li></ul>	13	

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<ul style="list-style-type: none"> <li>○ Did you demonstrate an understanding of policy implications on wellbeing, and how policy can advance human rights and social justice? (3pts)</li> </ul>		
Did you address everything specified in Part II (handout)? <ul style="list-style-type: none"> <li>○ Overview of theory, relevance to social work practice, and use of at-least 3-5 scholarly references</li> <li>○ Are references in APA style?</li> </ul> [Addressed everything =6; Partially addressed =3]	6	
How did members of your group rate your contribution to this assignment?	3	
<b>Total Points</b>	<b>25</b>	

**PART 3: THEORY CRITIQUE**

**Due: November 14 (11:59PM on Learning Suite)**

From the 5 student-presented theories, you are to select the two you find most helpful in advancing understanding of Starr’s case. You are to write a one-page paper (12-point, Times New Roman font, 1-inch margins, double-spaced) that makes a compelling case for your choice; designate one paragraph per theory. There is no “right” or “wrong” choice. Your paper will be assessed on your ability to make a strong, theoretically sound, well-written case for your selected theories. (Bear in mind that it is harder to write less than more, as it requires that you extract “maximum communication power” in the words you use—an essential skill in graduate-level work.)

**Grading Rubric for Individual Critique**

Possible Points	Rationale	Your Score
9 -10	Excellent work all around! I’m sold on your selection of theories! You’ve made a strong, theoretically sound case for both, and your paper is well-written (grammatically correct and carefully proofread).	
7 - 8	Very good work! I’m sold on your case for one, but you need to make a more compelling, theoretically sound case for the other. Your paper is well-written (grammatically correct and carefully proofread).	
5 - 6	Good work...you’re off to a good start but I’m not convinced. You need to make a more compelling, theoretically sound case for both theories, though your paper is well written (grammatically correct and carefully proofread)	
3 - 4	What happened? This needs work all around. You need to make a much more compelling, theoretically sound case for both theories and you need to pay closer attention to producing well written work (grammatically correct and carefully proofread).	
1 - 2	Yikes! You’ve made a very weak attempt at this assignment, and have earned a point or two for turning in something that is “in the ballpark.”	

0	You didn't turn in anything.....or something very far removed from what was asked for in this assignment.	
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**Assignment # 5: Lifespan Analysis Paper**

**40 points**

**Due: December 20 (11:59PM on Learning Suite)**

The purpose of this paper is to apply ecological systems perspective and life course perspective in understanding diverse human behavior. *Competency 2,3 & 5: knowledge, values and processes.*

**CONDUCTING THE INTERVIEW:**

Select an adult to interview regarding their experiences across the lifespan. Family members or community members who are willing to share their experiences may be suitable choices. When you select an individual to interview, think carefully about what questions to ask that will allow you to considerately obtain needed information. Always demonstrate respect for the individual's decision to participate and their confidentiality, ensuring they feel comfortable to refuse participation or not answer a particular question. If appropriate, use a pseudonym when you write the paper. If you cannot find someone you feel comfortable interviewing, you may consider writing about a character from a book, movie, or the media. In this case, check in with the instructor first to ensure your selection is approved.

**In your paper:**

1. Analyze major life course events, turning points and context in the person's life. Identify interdependence with other systems, risk and protective factors, resilience.
2. Assess the influence of culture, age, race, ethnicity, disability, socio-economic status and gender on the individual's social functioning and human development. In what ways has privilege and power, or oppression and alienation shaped their life experiences at the micro, mezzo and macro levels? **[Comp. 3]**
3. What forms and mechanisms of discrimination and oppression did they experience if any? Did/do they have access to needed information, services and resources to promote full development and wellbeing? **[Comp. 2]**
4. Identify and discuss social policy/policies that have impacted the individual. What are the strengths and limitations of the policy/policies as relates to the needs of the individual? **[Comp. 5]**
5. What key theoretical perspectives contribute to your understanding of the individual's life experience?
6. Discuss effective social work practice including appropriate methods of assessment, barriers to engagement, ethical challenges, and appropriate intervention strategies.

**WRITING THE PAPER:**

A comprehensive paper will be 6-7 pages double-spaced in APA format. Use Times New Roman 12-point font with 1-inch margins. Review APA guidelines if needed via links online such as: <https://owl.english.purdue.edu/owl/resource/560/08/> . Include 3-5 academic sources to support your analysis. Use the sections listed below as headings, with approximately 1 page to

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address each topic. The paper should be submitted online by 12/20. No late paper will be accepted.

**Grading Rubric: Lifespan Analysis Paper**

<b>Component</b>	<b>Possible Points</b>	<b>Score</b>
1 (a)Key events: <ul style="list-style-type: none"><li>● Address major life events, turning points, historical timing in the person’s life.</li></ul>	4	
1 (b) Interdependence; Risk and protection: <ul style="list-style-type: none"><li>● Describe interdependence and links with other individuals, social structures, and the world; (2pts) Examine risk and protective factors, and resilience (2pts)</li></ul>	4	
3. Diversity, Equity, Inclusion: <ul style="list-style-type: none"><li>● Recognize intersectionality, socio-cultural influences (3pts) and how oppression and alienation as well as privilege and power shape life experiences at the micro, mezzo, and macro levels (4pts).</li></ul>	7	
4. Social justice/human rights: <ul style="list-style-type: none"><li>● Demonstrate understanding of the forms and mechanisms of oppression and discrimination (3pts); recognition of equitable access or barriers to social resources, rights and responsibilities (4pts).</li></ul>	7	
5. Policy Practice: <ul style="list-style-type: none"><li>● Demonstrate understanding of policy implications on human rights, social justice, social services and social welfare.</li></ul>	6	
6. Theoretical perspectives: <ul style="list-style-type: none"><li>● Tie in other key theoretical perspectives relevant to understanding the person’s life trajectory</li></ul>	4	
7. Practice application and assessment: <ul style="list-style-type: none"><li>● Reflect on considerations for effective social work practice including appropriate methods of assessment, barriers to engagement, policy implications, ethical challenges, and appropriate intervention strategies.</li></ul>	5	
8. Follow Assignment Guidelines: <ul style="list-style-type: none"><li>● You followed the directions for this assignment, carefully proofread your work, and it is grammatically correct.</li><li>● Your references are correctly formatted, per APA 7th ed.</li></ul>	3	
Total Points	40	

**APA AND WRITTEN ASSIGNMENTS**

All written assignments require (unless instructed otherwise on individual assignment sheets):

- 12-point, Times New Roman font; Double-spaced text, 1-inch margins; Cover page

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- Adherence to the stylistic and formatting requirements of the *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.), found [here](#). For assistance with grammar, please refer to Strunk’s *The Elements of Style*, which is available online at <http://www.bartleby.com/141/>.
- Submission of assignments on the date/time specified, and in the manner indicated (e.g., Learning Suite, hard copy etc.).

### ***COURSE OUTLINE***

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
<b>WEEK 1</b>			
W Sep 6	Introduction to theory and the person-in-environment approach <ul style="list-style-type: none"> <li>● Course overview and introduction</li> <li>● Theory and theory evaluation</li> <li>● Apply eco-systems framework</li> <li>● Know mechanisms of oppression</li> </ul>	<b>Required Readings:</b> <ol style="list-style-type: none"> <li>1. ROGERS CHAPTER 1: LENS OF CONCEPTUALIZING PROBLEMS &amp; INTERVENTIONS</li> <li>2. Hutchison: The pursuit of social justice: Common mechanisms of oppression (On Learning Suite [LS])</li> <li>3. Podcast (47 minutes): <a href="#">Theories for clinical social work practice</a></li> </ol> <b>Recommended Readings:</b> <ol style="list-style-type: none"> <li>1. Bruce. C. Hafen. “<a href="#">Faith is not blind.</a>” BYUH Devotional.</li> <li>2. Online videos (on LS)</li> </ol>	*start reading case study**
<b>WEEK 2</b>			
W Sep 13	Overview of 8 Major Theoretical Perspectives <ul style="list-style-type: none"> <li>● Understand and apply each perspective</li> <li>● Recognize own biases</li> </ul>	<b>Required Readings:</b> <ol style="list-style-type: none"> <li>1. Hutchison Chapter 2: Theoretical perspectives on human behavior [On learning Suite &gt; Home&gt;Under Library Resources].</li> </ol>	Personal application,  Sign up for group theoretical analysis presentation
<b>WEEK 3</b>			
W Sep 20	Overview of the biopsychosocial approach, systems theory, ecological theory, strengths perspective and risk/resilience frameworks <ul style="list-style-type: none"> <li>● Understand and apply each perspective</li> <li>● Recognize own biases</li> </ul>	<b>Required Readings:</b> <ol style="list-style-type: none"> <li>1. ROGERS CHAPTER 2: THE PERSON IN THE SOCIAL ENVIRONMENT</li> <li>2. Ungar, M., Ghazinour, M., &amp; Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development? <i>Journal of child psychology and psychiatry</i>, 54(4), 348-366.</li> </ol> <b>Recommended Readings:</b> <ol style="list-style-type: none"> <li>1. Online videos (on LS)</li> <li>2. Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. <i>Smith College Studies in Social Work</i>, 81(2-3), 132-166.</li> <li>3. Kondrat, M. E. (2002). Actor-centered social work: Re-visioning “person-in-environment” through a critical theory lens. <i>Social Work</i>, 47(4), 435-448.</li> </ol>	Personal application
<b>WEEK 4</b>			

W Sep 27	<p>Theories related to biology, physical development.</p> <ul style="list-style-type: none"> <li>• Know interior health systems</li> <li>• Understand the medical model</li> <li>• Understand health disparities</li> <li>• Apply public health interventions</li> </ul>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. ROGERS CHAPTER 3 (pp.59 -78): THE BIOPSYCHOSOCIAL DIMENSION</li> <li>2. Feagin, J., &amp; Bennefield, Z. (2014). Systemic racism &amp; U.S. health care. <i>Social Science &amp; Medicine</i>, 103, 7-14.</li> <li>3. Metzl, J. M., &amp; Roberts, D. E. (2014). Structural competency meets structural racism: Race, politics, and the structure of medical knowledge. <i>American Medical Association Journal of Ethics</i>, 16(9), 674-690.</li> <li>4. Phelan, J. C., &amp; Link, B. G. (2015). Is racism a fundamental cause of inequalities in health? <i>Annual Review of Sociology</i>, 41, 311–330.</li> </ol> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Online videos (on LS)</li> </ol>	Personal application
<b>WEEK 5</b>			<b>QUIZ 1: 10/4 -10</b>
W Oct 04	<p>Theories of cognitive development, psychodynamic theories, behavioral/learning theories, humanistic theories</p> <ul style="list-style-type: none"> <li>• Understand and apply each theory</li> <li>• Person centered therapy and transactional analyses</li> </ul>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. ROGERS CHAPTER 3 (pp. 78 -104): THE BIOPSYCHOSOCIAL DIMENSION CONTINUED</li> <li>2. Maslow’s hierarchy accessible <a href="#">here</a></li> <li>3. Hutchison: Common defense mechanisms (on Learning Suite [LS] &gt; Content&gt;Additional Readings)</li> </ol> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Online videos (on LS)</li> <li>2. Johnson, S. B., Riis, J. L., &amp; Noble, K. G. (2016). State of the art review: poverty and the developing brain. <i>Pediatrics</i>, 137(4), e20153075.</li> </ol>	Personal application
<b>WEEK 6</b>			
W Oct 11	<p>Sociological theories (conflict functionalist, social constructionism), critical practice theory, feminist theories and cultural perspectives</p> <ul style="list-style-type: none"> <li>• Understand and apply each theory</li> <li>• Know cultural characteristics and processes</li> <li>• Understand immigration trends</li> </ul>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. ROGERS CHAPTER 4: SOCIOCULTURAL DIMENSIONS</li> <li>2. Bryson, B. J., &amp; Lawrence-Webb, C. (2000). Social work practice and profession: The utility of Black feminist thought. <i>Race, Gender &amp; Class</i>, 7-17.</li> <li>3. Sakamoto, I., &amp; Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. <i>British Journal of Social Work</i>, 35(4), 435-452.</li> </ol> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>4. Online videos (on LS)</li> </ol>	Personal application;  <b>Health Disparities paper due</b>
<b>WEEK 7</b>			
W Oct 18	Theories of racism, discrimination, oppression, social movements and community practice frameworks.	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. ROGERS CHAPTER 5: THE SOCIAL CHANGE DIMENSION</li> </ol>	Personal application,  <b>Group Presentations (#1&amp;2)</b>

	<ul style="list-style-type: none"> <li>Understand and apply each perspective</li> <li>Understand problems of social injustice often rooted in larger social contexts</li> </ul>	<ol style="list-style-type: none"> <li>Oppression 101 video accessible on LS &lt;Content&gt;Online videos for Week 7</li> <li>The myth of the culture of poverty (on LS)</li> </ol> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Online videos on LS</li> <li>Blumenfeld: 4, &amp; 5, What is Social Justice; Oppression Comes in Many Forms: Individual, Institutional, and Structural; and Five Faces of Oppression (on LS)</li> </ol>	
<b>WEEK 8</b>			
W Oct 25	<p>Intersectionality &amp; racial identity models</p> <ul style="list-style-type: none"> <li>Understand intersectionality framework, racial identity models and their applicability</li> <li>Issues and challenges in immigrant communities</li> </ul>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>Online videos on LS</li> <li>Article: Coaston, J. (2019). <a href="#">The intersectionality wars</a>. Vox.</li> <li>Racial identity models (on Learning Suite [LS] &gt; Content&gt;Additional Readings)</li> <li>Saasa, S. &amp; Allen, L. (2021). Social exclusion among African immigrants in the United States. <i>Social Work Research</i>, 45(1), 51-62.</li> </ol> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Saasa, S., Ward, K. P., &amp; Escamilla, S. W. (2021). Immigrant Generation, Race, and Socioeconomic Outcomes of Mothers in Urban Cities: Who Fares Better? <i>Journal of Immigrant and Minority Health</i>, 23(4), 793-805.</li> </ol>	<b>Group Presentations (3)</b>
<b>WEEK 9</b>			
W Nov 1	<p>Life course perspective</p> <ul style="list-style-type: none"> <li>Know life course concepts and themes</li> <li>Understand risk and protection</li> </ul>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>HUCTHINSON CHAPTER 10: THE HUMAN LIFE JOURNEY: A LIFE COURSE PERSPECTIVE (on LS)</li> </ol> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Black, M. M., Walker, S. P., Fernald, L. C., Andersen, C. T., DiGirolamo, A. M., Lu, C., ... &amp; Devercelli, A. E. (2017). Early childhood development coming of age: science through the life course. <i>The Lancet</i>, 389(10064), 77-90.</li> </ol>	<p>Personal application,</p> <p><b>Group Presentations (# 4)</b></p>
<b>WEEK 10</b>			<b>QUIZ 2: 11/8-14</b>
W Nov 8	<p>Early development and childhood</p> <ul style="list-style-type: none"> <li>Examine values and ethics related to conception</li> <li>Assess physical, psychological, and emotional development</li> <li>Understand attachment, parenting styles</li> <li>Examine effects of risk factors</li> </ul>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>ROGERS CHAPTER 6: PRE-PREGNANCY AND PRENATAL ISSUES</li> <li>ROGERS CHAPTER 7: DEVELOPMENT IN INFANCY AND EARLY CHILDHOOD</li> </ol> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Online videos on LS</li> <li>Alzate, M. M. (2009). The role of sexual and reproductive rights in social work practice. <i>Affilia</i>, 24(2), 108-119.</li> <li>Bishop, D., Borkowski, L., Couillard, M., Allina, A., Baruch, S., &amp; Wood, S. (2017). Bridging the Divide White Paper: Pregnant Women and Substance Use: Overview of</li> </ol>	<p>Personal application,</p> <p><b>Group Presentations (# 5)</b></p>



		<p>Research &amp; Policy in the United States. Accessible <a href="#">Here</a></p> <ol style="list-style-type: none"> <li>Harden, B. J., Buhler, A., &amp; Parra, L. J. (2016). Maltreatment in infancy: a developmental perspective on prevention and intervention. <i>Trauma, Violence, &amp; Abuse</i>, 17(4), 366-386.</li> <li>Komro, K., Flay, B. &amp; Biglan, A. (2011). Creating nurturing environments: A science-based framework for promoting child health and development within high-poverty neighborhoods. <i>Clinical Child Fam Psychol Rev</i>, 14, 111-134.</li> <li>Saunders, J. B., Jarlenski, M. P., Levy, R., &amp; Kozhimannil, K. B. (2018). Federal and state policy efforts to address maternal opioid misuse: gaps and challenges. <i>Women's health issues</i>, 28(2), 130-136.</li> </ol>	
<b>WEEK 11</b>			
W Nov 15	<p>Middle childhood</p> <ul style="list-style-type: none"> <li>Assess development in middle childhood</li> <li>Examine individual, familial, and social issues in this age group</li> <li>Intelligence and intelligence testing</li> <li>Media effects on development</li> </ul>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>ROGERS CHAPTER 8: DEVELOPMENT IN MIDDLE CHILDHOOD</li> <li>Online videos on LS</li> </ol> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Garcia Coll, C., Lamberty, G., Jenkins, R., McAdoo, H.P. et al. (1996). An integrative model for the study of developmental competencies in minority children. <i>Child Development</i>, 67(5), 1891-1914.</li> <li>Mah, V. K., &amp; Ford-Jones, E. L. (2012). Spotlight on middle childhood: Rejuvenating the 'forgotten years'. <i>Paediatrics &amp; child health</i>, 17(2), 81-83.</li> <li>Murchison, G. (2016). Supporting and caring for transgender children. Human Rights Campaign &amp; American Academy of Pediatrics. Available online: <a href="http://hrc.im/supportingtranschildren">http://hrc.im/supportingtranschildren</a></li> <li>Murphey, D. (2016). <i>Moving beyond trauma: Child migrants and refugees in the United States</i>. Child Trends Inc. Available Online at: <a href="https://www.childtrends.org/wp-content/uploads/2016/09/Moving-Beyond-Trauma-Report-FINAL.pdf">https://www.childtrends.org/wp-content/uploads/2016/09/Moving-Beyond-Trauma-Report-FINAL.pdf</a></li> </ol>	<p>Personal application,</p> <p><b>Individual Critique due Tue 11/14</b></p>
<b>WEEK 12</b>			
W Nov 22	<b>NO CLASS: THANKSGIVING HOLIDAY</b>		
<b>WEEK 13</b>			
W Nov 29	<p>Adolescence</p> <ul style="list-style-type: none"> <li>Examine perspectives on adolescence</li> <li>Understand physical, cognitive, cultural,</li> </ul>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>ROGERS CHAPTER 9: DEVELOPMENT IN ADOLESCENCE</li> <li>Online videos on LS</li> </ol> <p><b>Recommended Readings:</b></p>	<p>Personal application;</p>

	<p>emotional, and social moral development</p> <ul style="list-style-type: none"> <li>• Understand diversity/sensitivity in assessing development</li> </ul>	<ol style="list-style-type: none"> <li>1. Burdge, B. J. (2007). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community. <i>Social work, 52</i>(3), 243-250.</li> <li>2. Galván, A. (2014). Insights about adolescent behavior, plasticity, and policy from neuroscience research. <i>Neuron, 83</i>(2), 262-265.</li> <li>3. Steinberg, L. (2013). The influence of neuroscience on US Supreme Court decisions about adolescents' criminal culpability. <i>Nature Reviews Neuroscience, 14</i>(7), 513-518.</li> </ol>	
<b>WEEK 14</b>			
W Dec 6	<p>Early &amp; middle adulthood</p> <ul style="list-style-type: none"> <li>• Understand theoretical approaches to adulthood</li> <li>• Adulthood in micro, mezzo and macro contexts</li> </ul>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. ROGERS CHAPTER 10: DEVELOPMENT IN EARLY ADULTHOOD</li> <li>2. ROGERS CHAPTER 11: DEVELOPMENT IN MIDDLE ADULTHOOD</li> </ol> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Online videos on LS</li> <li>2. Allen, J. P., Schad, M. M., Oudekerk, B., &amp; Chango, J. (2014). What ever happened to the “cool” kids? Long-term sequelae of early adolescent pseudomature behavior. <i>Child Development, 85</i>(5), 1866-1880.</li> <li>3. Moffitt, T. E. (2013). Childhood exposure to violence and lifelong health: Clinical intervention science and stress-biology research join forces. <i>Development and psychopathology, 25</i>(4pt2), 1619-1634.</li> <li>4. Walters, K. &amp; Simoni, J. (2002). Reconceptualizing native women’s health: An “indigenist” stress-coping model. <i>American Journal of Public Health, 92</i>, 520-524.</li> <li>5. Brave Heart, M. Y. H., Elkins, J., Tafoya, G., Bird, D. &amp; Salvador, M. (2012). Wicasa Was’aka: Restoring the traditional strength of American Indian boys and men. <i>American Journal of Public Health, 102</i>(S2), S177-S183.</li> <li>6. Lachman, M. (2004). Development in mid-life. <i>Annual Review of Psychology, 55</i>, 305-31.</li> </ol>	
<b>WEEK 15</b>			<b>QUIZ 3: 12/13-19</b>
W Dec 13	<p>Later adulthood</p> <ul style="list-style-type: none"> <li>• Know theoretical perspectives and grief models</li> <li>• Examine intervention approaches: complicated grief</li> <li>• Reflect on lifespan research</li> <li>• Final topics and review</li> </ul> <p><b>LAST DAY OF CLASS</b></p>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. ROGERS CHAPTER 12: DEVELOPMENT IN LATE ADULTHOOD</li> </ol> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Online videos on LS</li> <li>2. Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. <i>Smith College Studies in Social Work, 81</i>(2-3), 132-166.</li> <li>3. Hutchison, E. (2005). The life course perspective: A promising approach for</li> </ol>	<p>Personal application; <b>Turn in attendance points</b></p>

		<p>bridging the micro and macro worlds for social work. <i>Families in society: The Journal of Contemporary Social Services</i>, 86(1), 143-152.</p> <p>4. Aldwin, C., &amp; Igarashi, H. (2012). An ecological model of resilience in late life. <i>Annual review of gerontology and geriatrics</i>, 32(1), 115-130</p> <p>5. Depp, C., Vahia, I. V., &amp; Jeste, D. (2010). Successful aging: focus on cognitive and emotional health. <i>Annual Review of Clinical Psychology</i>, 6, 527-550.</p>	
<b>WEEK 16</b>	<b>Finals Week Dec 18-21</b>		
Wed Dec 20	<b>HAPPY HOLIDAYS!!</b>		<b>Lifespan Paper Due 12/20</b>

**UNIVERSITY POLICIES**

**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Preventing & Responding to Sexual Misconduct**

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>, or by contacting the university's Title IX Coordinator.

**Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University

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Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> for help.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Artificial Intelligence**

Academic Honesty means students do their own work. This also means their instructors will evaluate that work. Work derived from generative artificial intelligence (**AI**) resources without express permission from instructors is not considered the students' original work. Honesty must extend to all forms of coursework.

### **Mental Health**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

### **Inappropriate Use of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

### **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source.

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Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010.

### **FHSS Diversity and Inclusion Syllabus Statement**

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statement<sup>i</sup>, the BYU honor code<sup>ii</sup>, and principles of Christian discipleship<sup>iii</sup>. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"<sup>iv</sup>. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"<sup>v</sup> "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges." <sup>vi</sup> It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."<sup>iii</sup> To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

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<sup>i</sup> "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

<sup>ii</sup> "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

<sup>iii</sup> "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>; [https://medium.com/@Ch\\_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37](https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37)

"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

<sup>iv</sup> Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

<sup>v</sup> Elder M. Russell Ballard, "The Trek Continues", October, 2017

<sup>vi</sup> President Russell M. Nelson, "The Love and Laws of God", September, 2019