COURSE SYLLABUS –VIRTUAL CAMPUS
HUMS 206- HUMAN DEVELOPMENT IN THE SOCIAL ENVIRONMENT
CRN# 23793 and 23898
Semester:  Fall 2016
Instructor: Karen E. Polite
Office Location: LANCASTER CAMPUS EAST BUILDING ROOM 316(F)
Office Phone: 358-2205
Virtual face-to-face office Hour: 1 hour weekly via Gogole Hangout as requested
On campus office hours: by appointment on MW 3:30- 6 pm
Email: kepolite@hacc.edu

Class meeting day and time: ANYTIME
Classroom Location: VIRTUAL

Course Description
Examines the ecological model, which describes the effects of the social environment on human
development and the reciprocal relationship between the individual and that environment.
Emphasis is placed on the cultural, religious, racial, and ethnic diversity of the populations
served by human service professionals. Special focus is given to the uniqueness of the individual
when determining the types of interventions needed for the client. Evaluation and assessment of
problems faced by clients of human services are also discussed. Prerequisite: HUMS 100 and
ENGL 101 with a grade of C or higher; and minimum GPA of 2.0 or higher. (D)

Prerequisite Course(s) Required Minimum Grade
ENGL 101 C
HUMS 100 C

Textbook required

Supplemental Materials
Health Careers Human Service@HACC Website includes student
Handbook: http://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/Human-
Service-Social-Services.cfm

Virtual Campus New Student Orientation (See Content Area in D2L)

Learning Outcomes
Upon successful completion of the course the student will be able to:
• Describe and apply theories of human development to diverse populations that are
  served by human services
• Describe how the differences in class, race, ethnicity, gender, sexual orientation, age,
  and culture affect lifespan development
• Discuss the importance, role, and resiliency of the biological, psychological, and social systems in the life of the individual, family, groups, organizations, and the community
• Assess the strengths and needs of the client, identify the types of interventions needed for the client, and make appropriate referrals for services
• Properly cite and reference sources in current American Psychological Association (APA) style

Computer Assistance
If you need assistance, you may contact the HACC Helpdesk at (717)780-2570, or if you are on campus, dial Ext. 4357 (HELP), from 7:30 a.m. - 5:00 pm. You may also email the Help Desk Monday-Friday Helpdesk@hacc.edu. The Desire2Learn Helpdesk can be reached at 1-8777-325-7778 or via e-mail athelpdesk@desire2learn.com

Online Etiquette (Netiquette)
Good Practices for communicating and participating online

A key distinguishing feature of an online course is that communication occurs primarily via the written word. Because of this the body language, voice tone and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into consideration both when contributing to discussion boards and when reading them. Keep in mind the following points:

1. **Respect others and their opinions.** In online learning students from various backgrounds come together to learn. It is important to respect their feelings and opinions though they may differ from your own.

2. **Tone Down Your Language.** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

3. **Pick the right tone.** Since we depend on the written word in online learning, it is especially important to choose the right words to get your meaning across. For example, sarcasm is harder to detect when you read the words rather than hearing them.

4. **Keep a Straight Face.** In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

5. **Consider others’ privacy.** Ask for permission if you want to forward someone’s email messages to third parties. Keep in mind that all private email mail is considered copyrighted by the original author.

6. **Avoid inappropriate material.**

7. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion might be new
to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

8. **Think BEFORE you hit the send button.** Think carefully about the content of your message before contributing it. Once sent to the group there is no taking it back. Grammar and spelling errors reflect on you and your audience might not be able to decode misspelled words or poorly constructed sentences.

9. **Test for Clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

10. **Brevity is best.** Be as concise as possible when contributing to a discussion. Your points might be missed if hidden in a flood of text.

11. **Stick to the point.** Contributions to a discussion should stick to the subject. Don’t waste others’ time by going off on irrelevant tangents.

12. **Frivolous email.** Don’t forward jokes, "chain letters" or unimportant email to other students without their permission. Not only does it fill up their mailboxes but may offend people who do not share the same sense of humor or who are tired of these types of email.

13. **Read First, Write Later.** Don’t add your comments to a discussion BEFORE reading the comments of other students unless the assignment specifically asks you to. Doing so is the same as ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

14. **Net speak.** Although electronic communication is still young, many conventions have already been established. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read. Some common ones include:

**Acronyms**
- FYI = for your information
- BTW = by the way
- FAQ = frequently asked questions

**Emoticons**
- :-) = smiley face: happiness, pleasure
- :-( = frowning face: displeasure
- :D = smiley face: happiness, pleasure
- :/ = skeptical, uneasy
- :P = winking face
- :O = shock, surprise
- :X = crossed-out face
- :D = laughing face

**Citations and Other Etiquette Sources**
Many of the points about Netiquette were taken from *The Core Rules of Netiquette*, excerpted from the book *Netiquette*, by Virginia Shea. The Core Rules of Netiquette can be accessed at [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html).

Course Requirements
To successfully complete this course, each student will be required to complete the following assignments:

**APA formatted Essay on Human Behavior in the Social Environment, (HBSE) and Human Services/ Social Work Practice**
To meet learning objective: *properly cite and reference sources in current American Psychological Association (APA) style and Describe human development in the social environment*
This assignment is designed to introduce and/or to orient you to APA format and to introduce to you HBSE. As a Human Services/Social Services/Social Science/Social Work Major knowledge and application of APA format is an essential skill.

- Review the APA format tutorial in the D2L course content area AND
- Identify a web site, publication or library handout that BEST describes APA format for YOU (keep this source as you will need it to complete future assignments)
- Go to HACC library’s database (i.e., JSTOR, ProQuest or Sage Journals etc..) online and Identify 1 (one) scholarly source (2010- present) that discusses “Human Behavior in the Social Environment and Human Services/ Social Work Practice” (this will be your reference source for your reference page)
- Review the content of the article
- Summarize the content of the article in a 1-2-page essay
- Include 2(two) relevant in-text citations from your scholarly source that supports your statements about “Human Behavior and the Social Environment in Human Services/ Social Work Practice” (1 in text citation should be a direct quote from your source and the 2nd in text citation should be a “paraphrase” or indirect quote) (check APA format for how to complete and in text citation of these types of sources”

See course outline for due dates etc.,

**Ecological Model Essay**
To meet the learning objective: Discuss the importance, role, and resiliency of the biological, psychological, and social systems in the life of the individual, family, groups, organizations, and the community

- This assignment is similar to the first essay you completed in that you will be utilizing APA format to create an essay, however your topic is: The Ecological Model of Human Development in the Social Environment and Human Services / Social Work Practice
- 1-2 pages, 2 relevant in-text citations from one scholarly journal source (2010-present) AND one reference from your textbook (chapter 1- the ecological model)
**Essay on Diversity**

*To meet the learning objectives:* Describe and apply theories of human development to diverse populations that are served by human services AND Describe how the differences in class, race, ethnicity, gender, sexual orientation, age, and culture affect lifespan development

- This assignment is similar to first two essays you completed, in that you will be utilizing APA format to create an essay, however your topic is: *The Importance of Diversity in Human Behavior in the Social Environment, in Human Service/Social Work Practice*
- 1-2 pages, 2 relevant in-text citations from one scholarly journal source (2010-present) AND one reference from your textbook (See chapters on Diversity)

---

**Discussion Board (DB)**

*To meet the learning objectives of Applying Human Behavior and the Social Environment theories to Human Services/Social Work Practice*

- For each Unit (Units 1-5) + APA Format AND Case Presentation Critique DB there will be a DB posing question, directing you to review a video, recall information from an essay, or review a reading from your textbook or some other source to think critically about and then respond. Your response shall be 3-5 sentences minimum. In addition, at the end of your response you will be required to provide a reference (in APA style) from ONE source of YOUR choosing that supports your 3-5 sentence discussion i.e., your textbook, an external website, another textbook, etc.,
- You will also be required to read, check out the reference of, AND respond to ONE of your peer’s postings to earn credit for the Unit DB.
- Your response to your peers posting shall be 3-5 sentences in length, well thought out, involving critical thinking
- You are required to respond to only one of your peer’s postings minimally, but you are also required to review (look at) two or three other postings
- There will also be a general discussion area where you may ask questions, communicate with peers, as well as a discussion area where you can communicate with your group members about completing the group assignment (see group case assessment)
See course outline for due dates etc.,

**Genogram AND Ecomap with a brief bio/psych/social assessment of your life**

To meet the learning objectives: Describe how the differences in class, race, ethnicity, gender, sexual orientation, age, and culture affect lifespan development AND Discuss the importance, role, and resiliency of the biological, psychological, and social systems in the life of the individual, family, groups, organizations, and the community

Each student is required to complete a genogram AND Eco map of his/her family system. In addition, each student shall complete a brief autobiography of your Bio/Psyc/Soc. (See Chapter 12- Social Development during Young and Middle Adulthood). You may also find a genogram template online or use Microsoft Office, which has wonderful Genogram and Ecomap templates. I will also provide some templates for you

The **Genogram** should include the following information:

- **Your** grandparents (paternal and maternal- living or deceased)
- **Your** parents (include step parents)
- **Your** siblings (include step siblings)
- If you have children/your children (include step children)
  Include birth, death, marriage, separation and divorce dates of above identified to best of your knowledge and from research

- Adopted or raised by someone other than your birth family? You may use your adopted family information OR your birth family if you know this information (choose one or the other not both)
- Identify family patterns i.e., **Biological** – health; smoking, high blood pressure, diabetes, obesity, good health, exercise etc., **Psychological** – Mental Health, spiritually/religion, and **Sociological** – relationships, activities, hobbies etc.,
- You are encouraged to seek out and interview family members to obtain as much information as possible. *Estimated dates are ok only if you cannot obtain information from your family*

The **Ecomap** should include the following:

- Persons living in **your current household ONLY**
- **Identify Mezzo environment persons, places and things** i.e., family, friends, activities, hobbies, organizations and institutions
- **Identify Relationships ties** i.e., strong, weak, strained relationship ties; rather these relationships are giving, receiving or both in the relationship/interaction
Short Bio/Psych/Social about your life should include the following:

- Up to 1-page summary about your biological self from infancy to your current age stage
- Up to 1-page summary about your psychological self from infancy to your current age stage
- Up to 1-page summary about your social self from infancy to your current age stage
- Up to 1-page conclusion of your overall thoughts about your findings from the Genogram, Ecomap and brief bio/psych/soc assessment of your life
- You may use your textbook to gather information about the bio/psyc/soc self-information. However, if you use information from your textbook be sure to cite APA format accordingly

See course outline for due dates etc.,

Group Case Assessment

To meet the learning objectives: Describe and apply theories of human development to diverse populations that are served by human services; Describe how the differences in class, race, ethnicity, gender, sexual orientation, age, and culture affect lifespan development; Discuss the importance, role, and resiliency of the biological, psychological, and social systems in the life of the individual, family, groups, organizations, and the community; Assess the strengths and needs of the client, identify the types of interventions needed for the client, and make appropriate referrals for services AND Properly cite and reference sources in current American Psychological Association (APA) style

- Each student will be assigned to a group
- There will be 5 groups (1. Infancy and childhood, 2. Adolescence, 3. Young adulthood, 4. Middle Adulthood, 5. Later Adulthood)
- Each group must create a client that represents diversity (from chapters in textbook or other area of diversity) who has a biological, psychological and/or social need
- Each Group must create a family- must include adults, children, significant others, etc.,
- The group MUST use PowerPoint, Prezi, MP3/ MP4, You Tube, other medium to relay client and family information.
- Each group is required to complete an assessment of the client including details about the family i.e., age, ethnicity, family member/role, bio/psych/soc of family
- Each group must identify one biological, one psychological AND one sociological scholarly source and provide a 1-3 paragraph summary the content of the articles AND how each article is relevant to the client’s age stage
- Each group must identify recommendations for specific services that are relevant to the clients presenting problem. i.e., referrals
• The presentation should include 10 real and relevant social welfare agencies that address the clients presenting problem(s) i.e., links to agency websites.

• Each group is required to submit an annotated reference page with a minimal of 15 valid references used to complete the assessment/case presentation of the client and the client’s family (the text may be used as one reference only, additional options=agency websites, scholarly journals resources etc.)

• Power Point, Prezi or some type of electronic portfolio is the REQUIRED format to submit this assignment. The assignment must be submitted in an organized manner. One copy of the assignment is to be uploaded to D2L discussion area and one copy to be uploaded to D2L Drop box.

• Each group’s case presentation will be critiqued by the class in the discussion area. Each class member must critique the case presentation for content, “goodness-of-fit of referral resources and references (you do not need to critique your own group)

• There is a group discussion area provided where group members are encouraged to begin communicating right away to plan for this assignment. Only your group members and the professor can view your groups discussion about this assignment.

See course outline for due dates etc.,

Final Grade Scale

445-401=A
400-356=B
355-312=C
311-267=D
266-0 = F

Academic Policies

Attendance Policy

Please review HACC’s general policy on attendance (AP661). For this class students are required to “attend class”/log in and participate at once daily. You are expected to keep up with class discussion and complete all assignment on time. If a student has NOT visited the class by the end of the 50% refund period, the student will be dropped from the class. In addition, if a student stops participating in the class (does not log on regularly, fails to take an exam, and/or fails to complete an assignment) the student may be dropped for lack of participation/attendance.

The College is required by law to make attendance reports to the relevant agencies of students who are funded by veterans' benefits, social security payments, and various other federal, state, or private scholarship programs. Students in programs that are accredited/approved by external agencies must observe these special attendance policies delineated by the external agencies and contained in the printed course syllabus.
Students who receive all “F” grades or a combination of all “F” and “W” grades for a term will have their financial aid eligibility recalculated at the end of the term. When this occurs, students may owe money on their account even if the term is over. Refer to AP 513, Financial Aid Satisfactory Academic Progress (FASAP) and Appeals Policy, for more details. Faculty will maintain accurate attendance records that indicate the last date attended for students receiving “W” or “F” grades who did not complete the course.

Please note that I will submit confirmation of attendance shortly after the course start date. Therefore, students must have posted at least one of the discussion posting for Unit 1

Late Assignments/Exams/Make up Policy

No late assignments or exams! Please make a note of this fact and govern yourself accordingly i.e., check course calendar and course resources that clearly identify due dates.

NEW COLLEGE Withdrawal Policy

http://www.hacc.edu/NewStudents/RegisterOnlineGuide/Add-Drop-Deadlines.cfm

Excused Absences: An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class. The student shall provide some type of documentation and/or notify the instructor within 24 hours

Unexcused Absence: An absence that is not excused. Any absence that does not fit the excused absence definition

Excessive Absences: Excessive absences are when unexcused absences or the failure to participate in academic activities exceed 15% of the total class hours that will take place throughout the semester and when the absences preclude the possibility of the student attaining the essential learning outcomes for the course

As per HACC’s policy on attendance and withdraws, you must attend class regularly (actively participate online). You can only withdraw or be dropped from this class during the first 70% of the course meetings. No withdraws are possible after 70% of the class has been completed. During the drop/withdrawal period of this course, if you miss more than 15% of the scheduled classes (activities) and you are failing the course, you will be removed from the course for excessive absences and I will assign you an “F”. If you decide to withdraw from the class, you can do so through MyHACC and you can receive a “W”. If you have been academically dishonest, you will receive an “F” grade if you withdraw or are dropped from the class. After the drop/withdrawal period has ended, you will be assigned a grade based on the grades you have earned.

Academic Honesty policy

A. Cheating – giving or receiving answers on assigned material; using materials or aids forbidden by the instructor, unauthorized possession of examination
B. Plagiarism – offering someone else’s work, words, or ideas as one’s own or using material from another source without acknowledgement.
C. Interference – interfering without permission with the work of another student either by obtaining, changing, or destroying the work of another student
D. Buying or selling of term papers, homework, examinations, laboratory assignments, computer programs, etc.
E. Falsifying of one’s own or another’s records
F. Knowingly assisting someone who engages in A – E above.

If a student participates in any of the above outlined dishonest activities the student will earn a grade of F for assignment/quiz. In addition, the student will receive an “Essential Qualification” violation verbal warning. Whereby the student will have note placed in his/her HACC Human Service file. If the student receives more than one of these violations while a student in the Human Service Program, these violations will lead to dismissal from the Human Service Program (see student handbook for details and see AP 594 Academic Dishonesty).

Incomplete Grade Policy
A grade of Incomplete may be assigned when a student is not able to complete the course requirements due to extenuating circumstances. The Incomplete grade will be assigned only after a conference with the instructor and after a serious need is determined. The “I” becomes an “F” if the work is not completed before 8 weeks into the following semester (see AP 667- W, I, Y).

STUDENTS IN NEED OF ACCOMMODATIONS:
Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below. Coordinators for each campus are listed here:

http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm

EEOC POLICY 005:
It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act (“PHRAct’) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.
The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www.phrc.state.pa.us.

**Gettysburg Campus**

Peggy Violette, Coordinator Disability Services  
101 J  
Phone: 717-339-3518  
Fax: 717-337-3015  
Email: mlviolet@hacc.edu

**Harrisburg Campus**

Carole Kerper, Director, Disability Services  
Cooper 230  
Phone: 717-780-2614  
Fax: 717-780-2335  
Email: clkerper@hacc.edu

**Lancaster Campus**

Vicki Van Hise, Coordinator, Disability Services  
Main 221  
Phone: 717-358-2972  
Fax: 717-358-2260  
Email: vlvanhis@hacc.edu

**York Campus**

Lori Shoemaker, Coordinator, Disability Services  
Leader 102J  
Phone: 717-801-3276  
Fax: 717-718-7252  
Email: rshoemak@hacc.edu

**Lebanon Campus/Virtual Learning**

Deborah Bybee, Coordinator, Disability Services  
104R  
Phone: 717-270-6333  
Email: dabybee@hacc.edu
**ACADEMIC SUPPORT/SMART THINKING** is a FREE online tutoring and academic support system provided to all students. This is a way you as an online learner can obtain assistance with assignments and activities/exams.

http://www.hacc.edu/Students/Tutoring/Online-Tutoring-SMARTHINKING.cfm

**LIBRARY** - below find links to HACC’s library to assist you in completing your assignments. Here you will find data bases of scholarly journals, books and media, research appointments can be scheduled with the librarian as well as other wonderful resources. More specifically, you can find contact and other information at the HACC library closest to you.

http://www.hacc.edu/Students/Library/index.cfm

**EVALUATION OF COURSE**

Please not that you will have the opportunity to evaluate this course and my instruction. Towards the end of the semester, you will be notified via HAWKMAIL of this opportunity. I value your opinions, and would appreciate if you would take the time to complete this important evaluation