Locator Information:

Course Number and Name: SWRK 330 Human Behavior and the Social Environment I

Semester Hour of Credit:

Day/Time Class Meets:

Email:

Class Location Building:

Office Phone:

Fax: (910) 672-1755

Office Location:

Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.
Course Description:
This course provides an understanding of the developmental stages of the individual from infancy to adolescence, and the relationship between human growth, development and the environment. Knowledge and understanding of biological, psychological and social systems relationships; cultural norms, and the significance of interaction with the family, group and the community are stressed.

BSW Program Mission:
The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

BSW Program Goals:

1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work
2. To develop social workers who advance and promote social justice
3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.
4. To inculcate in students respect for diversity and an appreciation of difference as they prepare for service in a multicultural society and global community.
5. To produce social workers who will be effective consumers and producers of research for evidence based practice
6. To produce students who will embrace the concept of lifelong learners
Course Core Competencies and Related Practice Behaviors

<table>
<thead>
<tr>
<th>Competencies (2008 EPAS)</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>1. Practice personal reflection and self-correction to assure continual professional development</td>
</tr>
<tr>
<td><strong>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</strong></td>
<td>12. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
</tr>
<tr>
<td><strong>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</strong></td>
<td>22. Critique and apply knowledge to understand person and environment</td>
</tr>
</tbody>
</table>

IV. REQUIRED TEXTBOOK:


V. RECOMMENDED INTERNET RESOURCES:
FSU Blackboard: [http://blackboard.uncfsu.edu](http://blackboard.uncfsu.edu)

National Association of Social Workers: [http://www.socialworkers.org](http://www.socialworkers.org)

COURSE OBJECTIVES:
This course will address the following knowledge, values and skills objectives:

A. Knowledge Objectives:

1. Knowledge of the normal processes of biological, psychological and social development across the life span.

2. Understanding of the forms and mechanisms of oppression and how they affect development.

3. Understanding of the ecological systems perspective and its application to the social work process.

B. Values Objectives

1. Recognition of the interrelatedness of social values, cultural diversity, and ethical issues to the assessment process.

2. Appreciation of the role of theory and its application to the social work process.

3. Develop beginning awareness of own personal biases and values and how they affect the social work role.

4. Recognize the social work concept of self-determination and its importance to ethics in social work practice.

C. Skills Objectives

1. Assess the effect that developmental tasks and life crises have on an individual’s behavior.

2. Identify the various stages of bio-psycho-social development and the developmental task across the life span.

3. Analyze the individual’s functioning within various environments, including families, groups, and organizations.

4. Distinguish the impacts on typical life events and developmental tasks on people from diverse racial, ethnic, and cultural background.

5. Use communication skills that are respectful of cultural diversity on all system levels.

Course Rationale Relative to the Rest of the Curriculum:
Human Behavior and the Social Environment build on required courses in psychology, sociology, philosophy, and biology generally taken by students prior to enrollment in this class. The course uses a life span approach that identifies the various stages and developmental tasks from a biological, psychological, and social development framework. It prepares students for assessment with individuals, families, groups, organizations, and communities.

Teaching Strategies:

Research indicates that learning among adults occurs when cognitive, affective and experiential methods are utilized concurrently in the learning process. In order to address all of these domains, the following strategies will be utilized in this course:

A. **Cognitive Methods**

   This course will utilize assigned readings, classroom handouts, lecture materials, videos, and classroom discussions to foster students’ cognitive learning.

B. **Affective Methods**

   This course will utilize classroom discussions, group work, and classroom exercises to foster students’ affective learning.

C. **Experiential Methods**

   This course will utilize computer applications, Blackboard, and student presentations to foster students’ experiential learning.

Disabled Students Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

Attendance and Class Participation Policy

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences.

If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.

Course Requirements and Evaluation Criteria:

Assignments and Exams:

1. Four Written Assignments (Eco-Map, Genogram, Social History, and Introspective Paper):
Instructor’s Note: All papers must have a cover sheet. Papers with severe misspelling and poor grammar will be returned to the student. Students will be expected to correct these errors and submit their paper back to the instructor as soon as possible. If a paper is returned to the student, it will in all likelihood result in a grade reduction. Multiple pages should be neatly affixed to each other with a single staple in the upper left corner. Papers submitted as an e-mail attachment will not be opened or accepted by the instructor. Papers may be submitted early, but they will not be given full credit if they are turned in late.

Written Assignments’ Evaluative Criteria:
A. Cover sheet with the correct spelling and usage of instructor’s name, academic and professional credentials, and faculty position
B. Comprehensiveness in addressing and completing the assignment’s outline.
C. Insight and practical application theories and technical terms used throughout the course.
D. Organization, neatness, grammar, spelling and sentence structure.
E. Adherence to APA format.
F. Bibliography

Assignment 1: Eco-Map - 10%
The purpose of this exercise is to give the student an opportunity to assess their family system using an eco-map. It will help the student see themselves and their family in a more holistic way and can provide needed insight into the concept of interdependence of social systems at the micro, mezzo, and macro levels.

Requirements:
Using the instructions on pages 529-531 in the text, the student must draw an eco-map of their family on a plain sheet of 8.5” x 11” paper. A word count of 1,000-1,500, double-spaced typewritten report with bibliography detailing the student’s eco-map is required as an attachment. Each student will be required to present their Eco-Map to the class on poster board measuring no less than 22” x 28” to use as a visual aide. The student should expect to answer questions from the class and share their thoughts about the patterns of interactions between themselves, their family, and the larger social environment. Each student is required to write the report and complete an eco-map and present it to the class. For the class presentation, you may complete an additional eco-map to present to the class if you would prefer not to present your own family.

Assignment 2: Genogram - 15%
The purpose of this assignment is to give the student an opportunity to make a family assessment using a genogram. It should give them insight into the dynamics of his or her family and into the history and genealogy of their family.

Requirements:
Using the instructions on pages 475-476 in the text, the student must draw a genogram of their family on a plain sheet of 8.5” x 11” paper. A 500-1,000 word count, double-spaced typewritten report with bibliography summarizing the student’s genogram is required. Include a bibliography of all your references at the end of the paper. There is a free downloadable genogram program available on-line at www.genopro.com and students may use in conjunction with this activity. Each student will be required to present their genogram to the class on poster board measuring no less than 22” x 28” to use as a visual aide. The student should expect to answer questions from the class and share their thoughts about their family and the influence members and their respective environments have had on each other over the course of several generations. Each student is required to write the report and complete a genogram and present it to the class. For the class presentation, you may complete an additional genogram to present to
the class if you would prefer not to present your own family. The student may also want to take this opportunity to compare and contrast his or her genogram with their eco-map if they so desire.

Assignment 3: Social History - 15%

The purpose of this exercise is to help the student identify those aspects of human development that are important in shaping an individual’s life situation and issues. It will help them recognize the complexity and necessity of assessment in social work practice. The student will experience the process of interviewing and recognize the need to develop interviewing skills to identify client strengths and weaknesses. Most importantly, the student will document client information in a well-organized, narrative format found in social work settings. Students are strongly urged to consider that they are responsible for creating a comprehensive social history that can be easily read and understood by those unfamiliar with the case. Missing or irrelevant information necessary to make a proper assessment will cost students points. Students will be expected to defend their final assessment in their report based on evidence gathered during the interview and not speculation or conjecture.
Requirements:

The student will select and interview an individual while following an outline that indicates the type of information they may want to solicit. The person the student may want to interview should not be well known to the student, therefore family and friends should not be interviewed. Be sure to describe this assignment to the person, and ask the person for permission to do the interview. Feel free to show the person these guidelines or your proposed outline ahead of time. Make it clear that his or her real name will not be used and that the information will be kept confidential. Your instructor will provide additional information regarding how to conduct the interview in class. The student will be provided with an outline when conducting the interview. The outline includes specific questions you might want to ask. However, the student is expected to ask other relevant questions necessary toward helping a client identify potential problems. Focus on client strengths as well as their weaknesses. Remember, this exercise is designed to help you collect and present client data necessary toward developing an effective social work intervention. Above all, the social history should be easy to read and understood by members of an interdisciplinary team.

One requirement of this assignment is to go to the library and do some related research on interviewing techniques. Look for information on what is involved in interviewing and how to do it. Summarize the research and information you reviewed and include it in the “Research Applications” section of the paper. Apply this research and information to your own interview where possible. For example, which techniques did you find useful or could you have used? How were they, or might they have been, helpful in your interview situation? Include a bibliography of all your references at the end of the paper.

Assignment 4: Introspective Paper – 20%

Who am I? Why am I here? Where did I come from? What do I want in life? Students that have developed greater insight and self-awareness will hopefully find themselves more open to change and of greater service to others in their social work practice. The purpose of this assignment is to help students develop greater self-awareness and identify unresolved issues or problems they may have that could interfere with their ability to provide quality social work services to others. The paper will give students an opportunity to examine their belief systems, lifestyles, values, needs, goals, learning styles, coping mechanisms, habits, and interpersonal behavior.

Requirements:

Using the questions in Highlight 7.1 on page 295 in the text as a guide, identify the salient aspects of your human development that were important in shaping your life. Students may also want to incorporate questions in Highlight 15.1 on page 629 in their introspective paper as well.

The paper should be typed and a minimum of 1500 words. This is a thought paper; therefore, students are encouraged to be creative in their thinking about their lives. This is a wonderful opportunity to demonstrate to the instructor what the student has learned about themselves in relationship to others and their environment after this particular course of study.

Instructor’s Note: This assignment should not be interpreted as an unwelcome intrusion into a student’s personal life. A student should self-disclose only the information they feel comfortable sharing with the instructor.
2. **Attendance and Class Participation-10%**

Class Attendance and participation means students will come to class having read the assigned materials and be prepared to discuss them with peers.

3. **Two Chapter Tests (5% each): Total 10%**

There will be two chapter tests (each worth 5 points) throughout the course of the semester. Students must take examinations when scheduled. Make-up examinations will only be administered for legitimate university business or documented medical emergencies or deaths. Make-up examinations will be scheduled with prior approval and arrangement with the instructor only. Chapter tests will be multiple choice, and true/false questions. Questions are normally taken from the text. Occasionally, questions may come from the instructor’s lectures or presentations. There are no mid-term examinations scheduled at this time. All grades will be posted on FSU Blackboard. Students should refrain from discussing their grades during class. Corrected original copies of written assignments are routinely returned to the student after their grade is recorded. However, a copy of the assignment will be kept on file in case there is later a dispute regarding a student’s grade. Any questions, comments, concerns, or disputes regarding a student’s grade should be addressed immediately and privately with the instructor in order to resolve them as soon as possible.

4. **Final Exam-20%**

There will be one final exam for the course. The final exam will be worth 20% of the student’s final grade. The exam will be taken via the computer during a specified date and time. Students who miss the final exam without giving the instructor prior notification will be assigned a final grade including a zero for the final.

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If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.

**Final Grade is Based On:**
<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Two (2) Chapter Tests (5% each of final grade)</td>
<td>10%</td>
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</tr>
<tr>
<td>Eco-Map</td>
<td>10%</td>
<td></td>
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<tr>
<td>Genogram</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Social History</td>
<td>15%</td>
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<tr>
<td>Introspective Paper</td>
<td>20</td>
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<tr>
<td>Class Attendance and Class Participation</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**Grading Scale:**

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally High</td>
<td>92-100</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>83-91</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-82</td>
</tr>
<tr>
<td>D</td>
<td>Marginally Passing</td>
<td>64-72</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>Below 63</td>
</tr>
<tr>
<td>FN</td>
<td>Failing</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrew by due date</td>
<td>W</td>
</tr>
</tbody>
</table>

**Grading Criteria:**

**A:** Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

**B:** Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

**C:** Meets minimum course requirements.

**D:** Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

**F:** Did not meet minimum course requirements.
**Indicators of Exemplary Performance:**

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

**Academic Integrity:**

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.

**Confidentiality:**

Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

**Academic Support Resources:**

**Smart Thinking:**

Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select” Smart Thinking Student Site, then select “Tools” from the menu on the left. Click on” Smart Thinking” login. After logging in, click Smart Thinking Student Handbook for tips on navigating the Website and using the service.

**The Writing Center:**

Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

**Academic Dishonesty:**
According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

**Plagiarism:**

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

**Professional Conduct:**

According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chatrooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- use of tobacco products
- monopolizing discussion
- persistent speaking out of turn
- distractive talking, including cell phone usage
- audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
- refusal to comply with reasonable instructor directions
- employing insulting language or gestures
- verbal, psychological, physical threats, harassment and physical violence

**Classroom Etiquette**
1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.
2. Students are not permitted to sleep in class.

**Academic Grievance Process**

As indicated in the university Student Handbook, a student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

1. **Step One:** The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

2. **Step Two:** If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.

The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

3. **Step Three:** If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.
### Course Outline and Schedule:

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<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>ASSIGNMENTS DUE</th>
<th>CORE COMPETENCIES</th>
<th>PRACTICE BEHAVIORS</th>
<th>OUTCOME MEASURES</th>
</tr>
</thead>
</table>
| Week 1 | 8/19 | Introductions  
Class Orientations  
Ice breaker  
Syllabus Overview, Assignment Review | Orientation to Blackboard | Educational Policy  
2.1.1—Identify as a professional social worker and conduct oneself accordingly | 1. Practice personal reflection and self-correction to assure continual professional development | Presentations/ Group Activities & Exercises, Blackboard, Guest Speakers, Lecture and class |
| Week 2 | 8/22-8/26 | Introduction to Human Behavior and the Social Environment and Biological Development in Infancy and Childhood | Chapters 1 & 2 | Educational Policy  
2.1.7—Apply knowledge of human behavior and the social environment | 22. Critique and apply knowledge to understand person and environment | Presentations/ Group Activities & Exercises, Blackboard, Guest Speakers, Lecture and class |
| Week 3 | 8/29-9/2 | Psychological Development in Infancy and Childhood  
Social Development in Infancy and Childhood | Chapter 3 & 4 | Educational Policy  
2.1.7—Apply knowledge of human behavior and the social environment | 22. Critique and apply knowledge to understand person and environment | Presentations/ Group Activities & Exercises, Blackboard, Guest Speakers, Lecture and class |
| Week 4 | 9/5-9/9 | Eco-Maps | Eco-Maps Due and Presentations | 2.1.7—Apply knowledge of human behavior and the social environment | |
| Week 5 | 9/12-9/16 | Eco-maps | 2.1.7—Apply knowledge of human behavior and the social environment | |
| Week 6 | 9/19-9/23 | Ethnocentrism and Racism | Chapter 5  
**Test on Chapters 1-4** | Educational Policy  
2.1.5—Advance human rights and social and economic justice  
16. Understand the forms and mechanisms of oppression and discrimination | |
| Week 7 | Biological Development in Adolescence/ Psychological | Chapters 6 and 7 | Educational Policy  
2.1.7—Apply | 22. Critique and apply knowledge | Presentations/ Group |

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**Notes:**
- **Week 1:** Introductions and orientation to Blackboard.
- **Week 2:** Introduction to Human Behavior and Social Environment. Chapters 1 & 2 assigned.
- **Week 3:** Psychological Development in Infancy and Childhood. Chapters 3 & 4 assigned.
- **Week 4:** Eco-Maps due and presentations.
- **Week 5:** Eco-maps.
- **Week 6:** Ethnocentrism and Racism. Test on Chapters 1-4.
- **Week 7:** Biological Development in Adolescence/ Psychological.
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Text</th>
<th>Relevant Knowledge</th>
<th>Activity</th>
<th>Activities &amp; Exercises, Blackboard, Guest Speakers, Lecture and class</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/26-9/30</td>
<td>Development in Adolescence</td>
<td>knowledge of human behavior and the social environment</td>
<td>to understand person and environment</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Social Development in Adolescence and gender identity, gender expression and sexism</td>
<td>Chapters 8 and 9</td>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
<td>Presentations/ Group Activities &amp; Exercises, Blackboard, Guest Speakers, Lecture and class</td>
</tr>
<tr>
<td>10/01-10/07</td>
<td>Chapter Test Chapters 5-9</td>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
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<tr>
<td>Week 10</td>
<td>Genograms</td>
<td>Genograms are Due and Presentations</td>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
<td>Presentations/ Group Activities &amp; Exercises, Blackboard, Guest Speakers, Lecture and class</td>
</tr>
<tr>
<td>10/17-10/21</td>
<td>Biological Aspects of Young and Middle Adulthood/Psychological Aspects of Young and Middle Adulthood</td>
<td>Chapters 10 and 11</td>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Social History</td>
<td>Social History Due &amp; Student Presentations</td>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
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<td>10/31-11/04</td>
<td>Students Presentations Continue</td>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
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<td>Presentations/ Group Activities &amp; Exercises, Blackboard, Guest Speakers, Lecture and class</td>
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<td>11/07-11/11</td>
<td>Sociological Aspects of Young and Middle</td>
<td>Chapters 12 &amp; 13</td>
<td>Educational Policy 2.1.3—Apply critical</td>
<td></td>
<td>Presentations/ Group Activities &amp; Exercises, Blackboard, Guest Speakers, Lecture and class</td>
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<td>Date Range</td>
<td>Topic</td>
<td>Assignment</td>
<td>Description</td>
<td>Activities &amp; Exercises</td>
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<td>11/14-11/18</td>
<td>Adulthood/Sexual Orientation</td>
<td>Introspective Paper is due</td>
<td>thinking to inform and communicate professional judgments</td>
<td>Activities &amp; Exercises, Blackboard, Guest Speakers, Lecture and class</td>
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<td>Week 15 11/21-11/23</td>
<td>Biological Aspects of Later Adulthood</td>
<td>Chapter 14</td>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22.Critique and apply knowledge to understand person and environment</td>
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<td>Week 16 11/28-12/02</td>
<td>Psychological Aspects of Later Adulthood</td>
<td>Chapter 15</td>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22.Critique and apply knowledge to understand person and environment</td>
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<td>Final Exam Week</td>
<td>FINAL EXAM</td>
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<td>Presentations/Group Activities &amp; Exercises, Blackboard, Guest Speakers, Lecture and class</td>
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Suggested Readings:


