**University of Texas at Arlington**

**School of Social Work**

**SOCW 5301.005**

**Human Behavior and the Social Environment I**

**Fall 2014**

**Online**

**Faculty Information**

**Instructor(s):** Tracey M. Barnett, LGSW, Adjunct Professor

**Office Number:** Available Upon Request

**Office Telephone Number:** Available Upon Request

**Email Address:** As a general rule, emails received Monday through Friday (not including Holidays) will be returned within 48 hours. Emails received Saturdays, Sundays and Holidays will be returned by the next business day.

**Office Hours:** Via email (tracey. barnett@mavs.uta.edu) or ask the professor for a phone, face-to-face, or video chat appointment.

**Time and Place of Class Meetings: none; class online**

**Section Information:** SOCW 5301.005 Human Behavior and the Social Environment I

**This course meets the follow education policy, practice behaviors and accreditation policies of the Council on Social Work Accreditation:**

**Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.** [Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:]

* 1. Engage in career-long learning.

**Educational Policy 2.1.2**—**Apply social work ethical principles to guide professional practice.** [Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:]

1. Recognize and manage personal values in a way that allows professional values to guide practice.
2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
3. Tolerate ambiguity in resolving ethical conflicts; and
4. Apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.4**—**Engage diversity and difference in practice.** [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:]

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.** [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:]

1. Use research evidence to inform practice.

**Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.**

[Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:]

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.9**—**Respond to contexts that shape practice.** [Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:]

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

**Description of the Course Content**

Exploration of behavioral and social science knowledge of human behavior and development through the life course. It examines major systems in society: individual, group, family, and community; and the diversity of ethnicity, race, class, sexual orientation, and culture.

This course is also consistent with UTA MSSW program objectives in that the course content and the student learning outcomes as described below address MSSW foundation program objectives dealing with the following: developing an understanding of the value base of the profession and its ethical standards and principles, and practice accordingly, practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation, understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice, use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. MSSW program objectives can be viewed on the school website.

This course relates to and advances the program objectives by asking students to think through how to apply the course material, addressing the code of ethics as related to various groups of clients, advancing social and economic justice for oppressed groups, attaining knowledge and using it to comprehend applications of families, small, groups, organizations, and communities, and expressing in a written statement plans for life-long learning.

**Student Learning Outcomes**

1. Students will demonstrate comprehension of the major organizational scheme of social work: reciprocal relationships between human behavior and the social environment.

2. Students will examine theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.

3. Students will examine theoretical frameworks for understanding the interactions between and among the various systems such as individuals, groups, societies, and economic systems.

4. Students will examine, apply, and illustrate theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.

5. Students will examine, apply, and illustrate the development of persons through the life span based on theories and empirical knowledge of biological sociological, cultural, psychological, and spiritual aspects of development.

6. Students will examine, apply, and illustrate ways in which social systems promote or block the achievement and maintenance of health and well being.

7. Students will distinguish among individuals in terms of race, ethnicity, national origin, social class, religion, physical and mental ability, sexual orientation, and how a particular person is related or not to each area.

8. Students will describe in their own words what their views are of persons of different races, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation.

 9. Students will distinguish among the codes and values in the NASW Code of Ethics which ones relate directly to human diversity and regard for worth and dignity of all persons. They will assess and discuss what they think about these requirements for all social workers and how they plan to apply them in their social work practice to persons who are different from them.

10. Students will describe their plan for further knowledge development about human behavior and the social environment and the life span.

**Requirements:**

No special requirements, but this course is usually taken in the first semester for students without a BSW degree.

**Required Textbooks and Other Course Materials:**

Hutchison, E.D. (2011). *Dimensions of human behavior: The changing life course (4th ed.).* Thousand Oaks, CA: Sage.

Hutchison, E.D. (2011). *Dimensions of human behavior: Person in environment (4th ed.).* Thousand Oaks, CA: Sage.

Selected Articles.

**Descriptions of Major Assignments with Due Dates and Rubrics**

**Please turn all assignments in on Blackboard**

**(1) Weekly Questions and Responses (120 points).** Students will be randomly assigned to answer questions about the readings each week. These questions will require you to have read the material and to think critically about it. It is expected that all responses to questions will be clearly written using correct spelling and grammar. Responses will vary in length but generally, questions will require about a one-page response. All responses will be submitted to the discussion board. It is expected that you will read the questions and responses of your classmates and respond to at three of them with thoughtful comments and questions that reflect your knowledge of the readings. There are 10 weeks where we will have the discussion board operating. You must respond to your assigned question(s) and respond to 3 classmates. Each question response and responses to your classmates is worth 12 points (6 points for your response and 6 points for your comments to your classmates).

Responses entail a thoughtful comment that reflects knowledge of the material covered in the weekly readings. It is the quality of the response that will be evaluated.

When writing your response to the weekly question, try to specifically answer the question. Cite the text or readings where appropriate. Be clear about the distinction between your opinions and materials taken from the text. It is helpful to state the person’s name when you are specifically responding to a person. If you are citing directly from the text, you need to cite the text (using APA).

Weekly questions will be posted on Monday at 6 a.m. Responses to weekly questions and responses to your classmates are due Sunday at 11:59p.m. Your first discussion board assignment will begin on 8/26/2013 and it will be due on 9/01/2 at 11:59 p.m.

**(2)** **Working with Diverse Groups and SW Values and Ethics**. **(40 points).** *This assignment assesses course outcomes # 8 and 9.*

**Due 9/7/2014 @ 11:59 p.m.**

* + 1. Discuss your experiences of working with or interaction with persons of a different race, ethnicity, sexual orientation or ability than yourself. Discuss at least 2 experiences. What was the experience like for you? Example: Discuss your experience with working or interacting with a gay man if you are a straight woman and discuss your experiences working/interacting with a person who has a physical challenge if you have no physical challenges. (10 points)
		2. How did these experiences impact your view of persons different from yourself? What did you learn? (10 points)
		3. Include specific entries in the NASW Code of Ethics that relate to human diversity with regard to the worth and dignity of all persons. (6 points)
		4. Cite at least two academic journal articles that relate to your experiences in working with persons different than yourself. 3-4 pages. (10 points)
		5. Writing-You are expected to use APA style of referencing and use correct grammar throughout the paper.(4 points)

Papers should be 3-5 pages, usually 12 point font with 1 inch margins

General guidelines for paper:

* First person is fine but also use APA…it does not forbid 1st person.
* The paper works best if you talk about a specific experience in a professional capacity or work environment but it is Ok to talk about an experience with a friend/roommate, etc. Just nobody you know too well!!! (i.e., not your mother)
* Articles should be about the group you are doing your paper on…if about a lesbian woman, find articles on lesbian women. If about a Native American coworker, find articles on Native Americans.
* NASW code of ethics should be discussed. You can intertwine it throughout or discuss it in one section of the paper.
* Use headings in your paper.
* Paper will be stronger if you talk about more than one experience. I suggest you discuss at least 2 experiences.

**(3) Choose between Case Study I or Case Study II**

**Case Study I (100 points).** *This assignment assesses outcomes #1-4, 6.*

**Due 11/23/14 @ 11:59 p.m.**

Write a case study on a small group, community, or organization. (8-10 pages). More specific detail is provided on the assignment sheet at end of syllabus. (1) Apply 4 theories and 5 concepts from text material on the selected target. Analyze your target using the text and course materials.. (2) Describe and illustrate ways in which the small group, community, or organization promotes or blocks the achievement and maintenance of health and well-being of participants.

Each student will complete a case study focusing a community, organization or small group. You should choose a community, organization or small group with which you are very familiar. Papers should be 8-10 pages in length. (1) Choose 4 theories and 5 concepts from the chapters in the textbook on your macro system. (2) Discuss the theories and concepts in detail and give examples of how each theory and concept applies to the macro system. (3) Describe the influence of diversity on the community, organization or small group;. (4) Describe and illustrate ways in which social systems promote or block the achievement and maintenance of health and well being for the community, organization or small group.

Citations from the texts and required articles **MUST** be integrated throughout the paper. You may use material from social work journal articles. A reference page in APA style of referencing must be included.

*Papers are due* **Due 11/23/14 @ 11:59 p.m.**

All late papers will receive a 4-point penalty reduction per calendar day. All papers must be submitted via blackboard.

Choose theories and concepts from those specified in each client system:

Organizations (100 points)

4 Theories (40 points) (bureaucracy, human relations, scientific management, political economy, systems, managing diversity model, social action) [10 points each]

5 Concepts (25 points) (Human service organization (classification), leadership, external vs internal environment, homogeneous vs heterogeneous environment, organizational structure, (official vs operative), mission, hybrid organization, developmental stages of organization boundary, interface, input/output, Hawthorne effect, privatization) [5 points each]

 Diversity issues (10 points)

Application (10 points)

 Promotion of health and well-being (5 points)

Clarity (10 points)

Community (100 points)

4 Theories (40 points) (spatial arrangements approach, human ecology, social capital, social systems, conflict) [10 points each]

5 Concepts (25 points) (types of community, mutual support, social participation, community development, investment, gemeinschaft, gesellshaft, horizontal and vertical linkages, interface, input/output) [5 points each]

 Diversity issues (10 points)

 Promotion of health and well-being (5 points)

Application (10 points)

Clarity (10 points)

Groups (100 points)

4 Theories (40 points) (self-categorization, role, systems, field, exchange, symbolic interaction) [10 points each]

5 Concepts (25 points) (structure, process, hierarchy, norms, open/closed, stages of group development, group leadership, primary, secondary, formed vs natural, cohesiveness) [5 points each]

 Diversity issues (10 points)

 Promotion of health and well-being (5 points)

Application (10 points)

Clarity (10 points)

**Case Study II (100 points).** *This assignment*a*ssesses outcomes # 1-7.*

**Due 11/23/14 @ 11:59 p.m.**

Write a case study on a child, young adult, midlife adult, or older adult. (8-10 pages). More specific detail is provided on the assignment sheet at end of syllabus. .(1) Choose 3 theories and 5 concepts from the chapters in the micro text on your target life stage. Also use pertinent material from lecture notes. (2) Discuss the theories and concepts in detail and give examples of how the client demonstrates each theory, concept, and race, ethnicity, national origin, social class, religion, physical and mental ability, and sexual orientation.

(3) Describe and illustrate ways in which social systems promote or block the achievement and maintenance of health and well-being for the target person (s).

Each student is expected to complete a case study focusing on infant/child, adolescent, midlife adult or older adult (8-10 pages). Pick someone you know well but not someone that is too close. I suggest you do not choose a close family member. (1) Choose 3 theories and 5 concepts from the chapters in the micro text on your targeted life stage. Also, include pertinent material from the text for this course. (2) Discuss the theories and concepts in detail and give examples of how the client demonstrates each theory, concept, and the influence of race, ethnicity, national origin, social class, religion, physical and mental ability, and sexual orientation. (3) Describe and illustrate ways in which social systems promote or block the achievement and maintenance of health and well being for the targeted person.

Citations from the texts and required articles **MUST** be integrated throughout the paper. You may use material from social work journal articles. Use material from other human development textbooks very minimally. A reference page in APA style of referencing must be included. All late papers will receive a 4-point penalty reduction per calendar day. All papers must be submitted via blackboard. *Due 11/23/14 @ 11:59 p.m.*

Specific concepts to include when discussing each life stage are: You MUST use the theories and concepts specified in the parenthesis. If you would prefer to do something different, you must contact the professor for confirmation that something different is acceptable.

**CHILDHOOD (100 points)**

3 Theories (30 points) (psychodynamic, attachment, psychosocial, cognitive) [10 points each]

5 concepts (25 points-) (Abuse/Neglect, trauma, childcare/employment of mother, physical development, physical punishment, school, play behavior) [5 points each]

Sociocultural Influences (20 points) (gender, social class, ethnicity, mental/physical ability/challenges/disability) [5 points each]

Application of theories and concepts to case (10 points)

Promotion of health and well-being (5 points)

Clarity (10 points)

**ADOLESCENCE (100 points)**

3 theories (30 points) (psychodynamic, psychosocial, moral, identity, spiritual (Fowler or Wilber) [10 points each]

5 concepts (25 points) (risk taking behaviors, body image, multicultural identity, physical changes, suicide, rape, dating violence, sexuality, substance abuse) [5 points each]

Sociocultural Influences (20 points) (gender, social class, ethnicity, sexual orientation, mental/physical)ability/challenges/disability, religion) [5 points each]

Application of theories and concepts to case (10 points)

Promotion of health and well-being (5 points)

Clarity (10 points)

**MIDDLE ADULTHOOD (100 points)**

3 Theories (30 points) (psychosocial, moral, Levinson, spiritual (Wilber or Fowler, Arnett)

5 concepts (25 points) (relationships, rape, domestic violence, physical changes, job loss, role changes, divorce) [5 points each]

Sociocultural Influences (20 points) (gender, ethnicity, family relationships, sexual orientation, religion/spirituality) [5 points each]

Application of theories and concepts to case (10 points)

Promotion of health and well-being (5 points)

Clarity (10 points)

**OLDER ADULTHOOD (100 points)**

3 Theories (30 points) (psychosocial, disengagement, moral, spiritual (Wilber or Fowler)

5 concepts (25 points) (death, assisted suicide, physical changes, caregiving, care receiving, grandparenthood,) [5 points each]

Sociocultural Influences (30 points)

(class, gender, ethnicity, religion/spirituality, family status, sexual orientation) [5 points each]

Application of theories and concepts to case (10 points)

Promotion of health and well-being (5 points)

 **(4) Life Long Learning Paper (20) points** *Assesses outcome #10.*

**Due 12/1/2014 @ 11:59 p.m.**

Write about your plan to further your knowledge development about human behavior and the social environment following the conclusion of the class and graduate school. Minimum of 1 page.

All assignments will be submitted through the assignment section of the blackboard.

**Attendance:** Regular access to the course in Blackboard is expected. In borderline grade situations, Blackboard access will count at the professor’s discretion. Actions that undermine your class participation and compromise the sense of intellectual and practice community in the online classroom negatively affect your grade. Actions that undermine your class participation include, but are not limited to: failure to submit assignments in a timely manner, not logging in at least twice weekly to the course website, and disrespectful communication either in person or via electronic means.

#### Final Grade Calculations

|  |  |
| --- | --- |
| Assignment | Points  |
| Weekly Questions (10)  | 120 points (worth 12 points each) |
| Working with Different People and Values Paper | 20 Points  |
| Choose Case Study 1 or Case Study 2 | 100 |
| Life Long Learning Paper | 40 |
| Quizzes (2) | 20 |
| **Total Points Possible** | **300** |

A = 270-300 points (90%)

B = 240-269.9 points (80%)

C = 210- 239.9 points (70%)

D = 180-209.9 points (60%)

**Deductions for Late Papers**

Late postings of question will not be accepted. All other late papers will receive a deduction of 4 points/calendar day.

**Make-up Exams**: There is no make up for quizzes.

**Grade Grievances**:

See Graduate Catalogue and MSSW Handbook.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [which is located [This course is online; however, if you are going to be on campus please be aware of your surroundings]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Course Schedule**

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| --- | --- | --- | --- | --- |
| Week | StartDates | Topic | Textbook Readings | Assignments and Tests |
| 1 | **8/21/2014****– 8/31/2014** | **Human Behavior and Theoretical Perspectives** What is human behavior and the social environment?Why is this course important?How does the content relate to other social work content?Human Behavior Theories-Micro and Macro theories-overviewEcological PerspectiveSystems TheoryConflict TheorySocial Exchange TheorySocial BehavioralHumanistic PerspectiveA Multidimensional Framework for Assessing Social FunctioningCritical thinking What is theory?How do we critique theory? | Syllabus Hutchison, Dimensions of Human Behavior: Person and Environment, Chapters 1: A Multidimensional Approach Chapter 2: Theoretical Perspectives on Human Behavior | 1. Review Lecture 2. Introduce Yourself (link found under the discussion section)  |
| 2 | **8/25/2014-****8/31/2014** | **Culture and Human Behavior**Und. Culture and Human Behavior What is Culture?Understanding Culture and Variation in Human Behavior | Hutchinson, Dimensions of Human Behavior: Person and Environment, Chapter 8: Culture | 1. Read Culture Lecture 2. Post Question Response3. Respond to Classmates |
| 3 | **9/1/2014-****9/7/2014** | **The Family**Families as a SystemTheoretical Perspectives in Understanding FamiliesDiversity in Families | Hutchinson,Dimensions of Human Behavior Person and Environment,Chapter:10 Family | 1. Read Culture Lecture 2. No Discussion Board **3. Working with Diverse** **Groups and SW** **Values and Ethics** **Paper due****9/7/2014 @ 11:59p.m.**  |
| 4 | **9/8/2014-****9/14/2014** | **Small Groups**Group Norms and Processes and StructureStages of Group DevelopmentTypes of GroupsCompositionGroup TheoryFieldExchangeSelf-Categorization | Hutchinson,Dimensions of Human Behavior Person and Environment,Chapter 11: Small Groups | 1. Read Culture Lecture 2. Post Question Response 3. Respond to Classmates |
| 5 | **9/15/2014-****9/21/2014** | **Formal Organizations**Perspectives on Formal OrganizationsDevelopmental Stages of Formal OrganizationsIssues of Diversity in Formal Organizations | Hutchinson,Dimensions of Human Behavior: Person and Environment, Chapter 12: Formal Organizations | 1. Read Culture Lecture 2. Post Question Response3. Respond to Classmates |
| 6 | **9/22/2014-****9/28/2014** | **Communities**Theoretical Approaches to Community Types of CommunitiesSocial Workers and Communities | Hutchinson, Dimensions of Human Behavior: Person and Environment, Chapter 13: Communities St rohman, R. (2003). Genetic determinism as a failing paradigm in biology and medicine: Implications for health and wellness*.* *Journal of Social Work Education, 39*(2), 169-189. | 1. Read Culture Lecture 2. Post Question Response3. Respond to Classmates |
| 7 | **9/29/2014-****10/05/2014** | **The Biological Person**Biological TheoriesThe Brain and BehaviorBiophysical Growth and Development | Hutc Hutchinson, Dimensions of  Human Behavior: Person and the  Environment,Chapter 3, The Biological Person  Strohman, R. (2003). Genetic determinism as a failing paradigm in biology and medicine: Implications for health and wellness*.*  *Journal of Social Work Education, 39*(2), 169-189. | 1. Review Lecture 2. Post Question Response3. Respond to Classmates |
| 8 | **10/06/2014-****10/12/2014** | **The Psychological Person**Psychological TheoriesTheories of CognitionTheories of Emotion | Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 4; The Psychological Person: Cognition, Emotion, and Self; Chapter 5: the Psychosocial Person: Relationship, Stress and Coping | 1. Review Lecture 2. Take quiz on Moral Development3. No Discussion Board  |
| 9 | **10/13/2014 – 10/19/2014** | **The Psychosocial Person**Psychological Theoriesobject relationspsychodynamicsocial learningsocial identityTheories of Stress and Coping | Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 5: The Psychosocial Person: Relationships, Stress and Coping | 1. Review Lecture 2. Post Question Response 3. Respond to Classmates |
| 10 | **10/20/2014-10/26/2014** | **The Spiritual Person** Transpersonal TheoriesRole of Spirituality in Social Work | Reading: Hutchinson, Dimensions of Human Behavior: Person and Environment, Chapter 6: The Spiritual Person | 1. Review Transpersonal 2.
2. Lecture
3. Take Quiz
4. **Take quiz by 10/26/14 @11:59pm**
 |
| 11 | **10/27/2014 –****11/02/2014** | **Pregnancy, Birth, Newborn, Infancy**Attachment TheoryCognitive Developmental TheoriesPsychosocial Development | Dimensions of Human Behavior: The Changing Life Course; Chapter 2: Conception, Pregnancy, and Childbirth; Chapter 3: Infancy and Toddlerhood Articles: Eamon, M. K. (2001). The effects of poverty on children’s socioemotional development: An ecological systems approach. *Social Work 46*(3), 256-266. | 1. Read Culture Lecture 2. Post Question Response 3. Respond to Classmates |
| 12 | **11/03/2014 –****11/9/2014** | **Early and Middle Childhood**Cognitive and Language DevelopmentPersonality, Emotional, & Social DevelopmentRisk & Protective Factors in Healthy DevelopmentThe Role of Play and Schooling | Hutchinson, Dimensions of Human Behavior: The Changing Life Course; Chapter 4: Early Childhood; Chapter 5: Middle Childhood | 1. Read Culture Lecture 2. Post Question Response 3. Respond to Classmates |
| 13 | **11/10/2014** **– 11/16/2014** | **Adolescence**Biological Aspects of AdolescenceSocial and Psychological Aspects of AdolescenceSpiritual Aspects of Adolescence | Hutchinson, Dimensions of Human Behavior: The Changing Life Course; Chapter 6: AdolescenceArticles: Weisz, A. & Black, B. (2002). Gender and moral reasoning: African American youth respond to dating dilemmas. *Journal of Human Behavior in the Social Environment, 5*(1), 35-52.  [Cohler, B. J.](http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Cohler+Bertram+J.%22) &  [Hammack, P. L.](http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Hammack+Phillip+L.%22" \o "New Search for Author Hammack, Phillip L.) (2007). The psychological world of the gay teenager: Social change, narrative, and “normality”. *Journal of Youth and Adolescence, 36*(1), 47-59. | 1. Read Culture Lecture 2. Post Question Response3. Respond to Classmates |
| 14 | **11/17/2014 -11/23/2014** | **Young and Middle Adulthood** Theoretical Approaches to Young and Middle AdulthoodPhysical Functioning in Young and Middle AdulthoodSocial Relationships in Young and Middle AdulthoodPsychological and Personality Changes in Young and Middle Adulthood | Hutchinson, Dimensions of Human Behavior: The Changing Life Course; Chapter 7: Young Adulthood; Chapter 8: Middle Adulthood. | 1. Read Culture Lecture 2. No Discussion Board**3. Case Study I or Case study II Due on 11/23/14 @ 11:59 p.m.**  |
| 15 | **11/24/2014 – 12/03/2014** | **Late Adulthood & Very Late Adulthood**Biological Changes During Late AdulthoodPsychological Changes During Late AdulthoodRelationships in Late and Very Late AdulthoodThe Dying ProcessGrief and Loss | Reading: Hutchinson, Dimensions of Human Behavior: The Changing Life Course; Chapter 9: Late Adulthood; Chapter 10: Very Late AdulthoodArticles: **Burr, J. A., Mutchler, J. E., & Caro F. G. (2007). Productive activity clusters among middle-aged and older****adults: Intersecting forms and time commitments**. *J. Gerontol. B. Psychol. Sci. Soc. Sci., 62*(4): S267 - S275. **Hayslip, Jr., B.** **& Kaminski, P. L. (2005).** Grandparents raising their grandchildren: A Review of the literature and suggestions for practice The Gerontologist 45:262-269.  | 1. Read Culture Lecture 2. Post Question Response 3. Respond to Classmates**4. Life Long Learning Paper due 12/04/13 by 11:59pm****Celebrate, Class is Over!!! ☺**  |

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Erika Ruiz

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Not required reading for the course but useful material to select from for life long learning. In addition, you can explore the library’s search engines. Google, and other web search engines for the most recent materials related to the topics of this course.

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The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

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