THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 314 – Human Behavior in the Social Environment
Spring 2019
3 credit hours

Location: Greve Hall 408
Section number 001

Instructor: Phyllis Thompson
Phone: 210-748-1861
E-mail: pthomp11@utk.edu
Office Hours: Thursday 1:00-2:00 pm & by appt.
Office: Henson 320
Zoom Meeting ID: 719 363 741

Prerequisite(s): 200 and 250; ENGL 102, 132, 290, or 298. Comment(s): Students in majors other than social work may register for course with consent of instructor. Registration Restriction(s): Social work majors only.

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (http://www.csw.utk.edu/docs/BSSWHandbook.pdf). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct
There are certain cognitive, emotional and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, http://www.state.tn.us/sos/rules/1365/1365-01.20100729.pdf

- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients and professionals in spoken, written and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
• **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.

• **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society’s resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.

• **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.

• **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in *Hilltopics*, code of conduct violations will be addressed through the CSW Professional Standards Committee.

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### Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement.** In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor’s approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in “*Hilltopics*”. These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an “F” for an assignment or examination or to assign an “F” in the course. See “*Hilltopics*” for more detailed information.

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### The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (*Hilltopics*).

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### University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus
visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

**Disability Services**
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

**Dimensions of Diversity**
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**Inclement Weather**
Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

**BSWO**
BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

**Classroom Etiquette**
Students are expected to demonstrate professionalism. The use of cell phones is unacceptable in class, with the exception of specific instructor-initiated activities that may require the use of electronics. Cell phones should be silenced at all times. If there is an emergency situation in your life and you need to keep your phone on vibrate, please inform instructor before class. The use of
cell phone during class is disrespectful to peers and the course instructor. If you are texting during class you will be asked to leave. All headphones, ear buds, and other listening devices should be removed from ears, head, and neck during class time. The instructor reserves the right to disallow the use of laptops in class if he feels students are using them inappropriately (e.g. instant messaging, typing emails, or web surfing) and distracting others.

Course Description
This course examines frameworks, theories, and research that address a culturally sensitive understanding of human development and behavior. Lifespan and neurophysiologic development in an ecological and transactional framework provides a foundation for understanding the processes of human development and how these processes are influenced by culture and the environment. The course examines the effects of risk and protective factors at various ecological levels, such as attachment, poverty, and culture on developmental milestones. It includes neurophysiologic development across the lifespan, starting with early childhood; the profound influence of the environment on these processes; and implications for early prevention, treatment, policies, and services. Typical development will be covered as well as atypical developmental patterns that are consistent with neurodevelopmental disorders. Processes critical to human behavior and risk and resilience for vulnerable populations are emphasized to understand individual or family behavior.

Course Competencies
By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Describe the applicability of biological, psychological, and social science perspectives of human behavior to the practice of social work. 6.1, 7.2, 8.2, 9.2

2. Understand the social systems framework as it pertains to a person-in-environment perspective of individuals, families, or people in groups. 6.1, 7.2, 8.2, 9.2

3. Identify and describe the sources of human diversity in the lives of individuals, particularly those who are involved as clients in professional relationships with social workers (see also the CSW Dimensions of Diversity Statement). 1.2, 2.1, 2.2, 2.3

4. Explain the dual perspective developed by members of oppressed groups in our society. 2.1, 2.2, 2.3

5. Describe growth and development through the life cycle; the significance of risk and resilience. [Adverse Childhood Experiences and their impact on human development across the lifespan.] 6.1, 7.2, 8.2, 9.2

6. Describe the impact of homophobia, racism, sexism, sizeism, and other forms of oppression on individual development, family systems, groups, organizations, communities, and professional social work practice. 2.1, 2.3, 6.1
7. Describe human behavior in systems of different sizes, including individuals, families, groups, organizations, and communities. 2.1, 6.1, 7.2, 8.2, 9.2

8. Apply knowledge of neurophysiology; understand the role(s) and effect(s) of trauma and chronic stress on brain development, and the impact on adaptive and maladaptive environments of client systems. [Highlight Adverse Childhood Experiences research as it relates to the long-term impact of toxic stress.] 4.3

9. Explain the roles of neurophysiology, adaptive and maladaptive environments, and experiences, including the effects of trauma and chronic stress, on brain development and the role of genetics and epigenesis in development during the sensitive period of the first three years of life and across the life span. 4.3

Teaching Methods
The professor will draw from a variety of teaching methods including class discussions and dialogue, readings, writing, lectures, class audiovisual materials, experiential exercises, and small group activities. These methods will be used to enhance the understanding of social work values and ethics, diversity, social and economic justice, oppression and discrimination, and to assist students in achieving the course competencies.

Official Correspondence
University e-mail and Canvas serves as the only official correspondence mediums with students. Please check your email and Canvas announcements for course-related information and announcements.

Extra Credit
Readings, activities and assignments are thoughtfully chosen to help you master the objectives that this course offers. Therefore, extra credit is not offered.

Required Text

Required Readings
- Assigned articles will be provided on Canvas.

Recommended Texts
Classroom

Social work is a profession and therefore professional behavior is expected in the classroom. Professional behavior in the classroom insures a safe learning environment for all students as well as helps the student to understand what will be expected upon graduation. For the purposes of this class, professional behavior is defined as:

- Being on time and ready to work when class begins.
- Cell phones and pagers must be turned off or switched to a “silent” mode before class starts.
- Avoiding side conversations.
- Avoiding sexist, racist, or any other non-inclusive language both in the classroom and in written assignments.
- Using pseudonyms and not disclosing identifying information when discussing clients.
- Engaging in non-class related activities. (Please note: The use of laptops during class to take notes is encouraged. However, email and utilization of the Internet that is not class related (e.g. laptop or cell phone) is not allowed. **Texting** and using the internet during class may also result in a loss of up to 5 points off your final grade.
- Keep self-disclosures within the confines of the class topic. Inappropriate or excessive self-disclosures indicate poor professional boundaries and are not acceptable.
- Speak only for yourself and allow for differences in opinion, particularly in regards to religion, beliefs about sexual orientation and politics.
- Handling conflicts that arise in a professional manner. Students are expected to use active listening throughout the semester, especially when dealing with conflict. Students in this class are expected to “own” their statements. This includes no “flaming” (delivering messages in an electronic format that are startlingly blunt, abusive, moralistic or rude).

Class Participation & Attendance

- Attendance is especially important since the knowledge, skills, and values taught in this class are essential to your professional development and have direct application in future courses, field placements, and practice experiences. This is a challenging and intensive course that provides information crucial to the rest of your BSW studies and scheduled class attendance is essential. You can expect to devote about 6-8 hours per week to the class, including in-class time, readings, preparation of papers, and communication with the professor and your fellow students. To earn maximum participation points, students are expected to be prepared for each class meeting and participate frequently in class discussions and activities.
- In a good class, you learn as much from each other as you do from the professor, so students are required to be part of class discussions. This includes asking questions, answering when called upon (which I will do randomly and regularly). You will not be penalized for giving a "wrong" answer, but you will be penalized for not being “present” and indicating you are following the discussion.
- This also includes your response to the occasional request to complete out-of-class exercises and bring material to class. In the class, I will call on students to provide
material about these out-of-class exercises. Note: study the vocabulary before each class and be ready to define the terms for the class.

- Everyone is allowed one undocumented absence during the semester. Nonattendance a second time or more will result in a 2-point deduction off your final score for each class session missed unless the professor has deemed the absence excused. Please note that documentation is likely to be required.
- You are expected to be in class on time. Tardiness tends to disrupt the educational process and can negatively affect others. For example, the student is 15 minutes late and the class has begun an activity. Now, someone must take time to explain what you have missed so you can participate. Consequently, the activity ends before the group can now complete the objective. If
- In the case of medical or personal emergency, students should make reasonable effort to contact the professor in advance via e-mail or voice mail.
- It is recommended that you notify the instructor prior to an absence or soon after the period missed (email works best). Students are responsible for making up any missed material.
- A “borderline” grade is influenced (either positively or negatively) by class attendance and preparedness for class and class participation. A borderline grade refers to percentages and if I decide to round up. For example, if you earn a 79.5 (C), a decision to round up to a score of 80 (B) will be based on your attendance, class participation, and effort put into assignments. Rounding is not automatic and is solely up to the discretion of the professor.

<table>
<thead>
<tr>
<th>Assignments</th>
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<tbody>
<tr>
<td>• Students are required to complete all assigned readings before attending class. Failure to read the required readings decreases your ability to actively participate in the classroom discussions and activities and in-turn negatively impacts your fellow classmates.</td>
</tr>
<tr>
<td>• Observe assignment due dates listed in the Topical Course Outline. Assignments are posted well in advance and it is important to keep in mind that there may be other things in your life that compete for your time.</td>
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<tr>
<td>• Assignments are due at the beginning of the class session. Failure of turning in the assignment on the due date will result in a 3-point deduction. After the third day the assignment grade turns to a zero. The only exceptions I will make are in cases of significant emergencies such as hospitalization, which documentation is required or the professor may request that the student obtain verification from the Dean of Students Office (<a href="mailto:dos@utk.edu">dos@utk.edu</a>, 865-974-3179). If approved you will need to turn in your assignment by the end of the next class period. ***Exceptions are made at the discretion of the professor.</td>
</tr>
<tr>
<td>• Pre-class quizzes are opened for a week at a time so they cannot be taken after the quiz closes. Organization and time management are important professional skills so I strongly recommend not waiting until the last minute because if something goes wrong (e.g. internet service goes out) the quiz will not be reopened.</td>
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<td>• Use inclusive language —avoid sexist, racist, or any other non-inclusive language both in the classroom and in written assignments.</td>
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<tr>
<td>• Do NOT use Wikipedia or web-based sites. These will not be given credit for journal articles. Any research that is referenced must come from the journal article itself.</td>
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Final Course Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>A- = 91-94</td>
</tr>
<tr>
<td></td>
<td>B+ = 88-90</td>
<td>B = 84-87</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>C- = 72-73</td>
</tr>
<tr>
<td>D/F</td>
<td>&lt;72</td>
<td></td>
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Means of Assessment

<table>
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<tr>
<th>Assignments</th>
<th>Course Competencies</th>
<th>Available Points</th>
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</thead>
<tbody>
<tr>
<td>Cultural meal</td>
<td>3</td>
<td>10 points</td>
</tr>
<tr>
<td>Social Privilege Scavenger Hunt and Class Dialogue</td>
<td>2, 3, 6, 7, 8, 9</td>
<td>5 points</td>
</tr>
<tr>
<td>Pre-class Quizzes</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>13 @ 5 points = 65</td>
</tr>
<tr>
<td>Interview, Observation, and Analysis (Final paper)</td>
<td>1, 2, 3, 5, 6, 7, 8</td>
<td>20 points</td>
</tr>
</tbody>
</table>

ASSIGNMENT INSTRUCTIONS

The Social Privilege Scavenger Hunt and Class Dialogue: (5 points) - Discussion Board opens 2/14/19 and closes on 2/18/19

The Social Privilege Scavenger Hunt was created by Jill Coleman of Roosevelt University. The main purpose of this activity is to provide an experience that facilitates a way for you to explore group-based differences in privilege. People who belong to majority groups (e.g., based on race, gender, sexual orientation, physical abilities) are often unaware of the advantages provided by their group memberships and the marginalization that others experience as a result. Your class on 02/12/2019, has been set aside for you to begin your scavenger hunt.

Which items were easy to find and which were difficult to find?

- Explain what surprised you as you looked around the store?
- Describe how difficult or easy was it to find the items on the list?
- Describe some of the reactions you had as looked around the store?
- Did you have to go to more than one store? How many? Describe what this was this like for you?
- What were some of the interactions you had (if any) with other customers or employees of the store(s)?
- How did your experiences (if any) relate to the content that was learned from your chapter on ethnocentrism and racism?
- What are your overall reactions to the assignment?
For your class on 02/14/19, students will enter into dialogues using the discussion board to share their experiences and examine the different forms of privilege, how these forms of privilege may have previously escaped their attention, the role privilege plays in human behavior, and its costs related to human growth and development, family systems, groups, organizations, and communities as they relate to the week’s text and material content on ethnocentrism and racism.

CC:2, 3, 6, 7, 8, 9; DC: Knowledge, cognitive and affective processes

Location: Go to either a shopping mall or a “Big Box” superstore such as Wal-Mart or Target.

Challenge: Find as many of the following items in the store/mall as you can.

1. A Barbie doll and/or G.I. Joe action figure that are not White (record the approximate number of toys you can find that meet this requirement)

2. A Barbie doll and/or G.I. Joe action figure that are White

3. Holiday cards: Hanukkah, Christmas, Kwanzaa

4. A Valentine’s Day, wedding, anniversary, or romance card designed for heterosexual couples and one for LGBT couples

5. Signs in the store or mall featuring individuals who are overweight

6. Signs in the store or mall featuring individuals who are over 60

7. Picture frames containing “filler pictures” of people who are Asian, Latino/a, Black or African-American, or White

8. An item that features a Native American sports team mascot

9. An item that features a Native American who is not related to a sports team

While you are in the store, please also do the following:

10. If there is a clothing section, notice how far apart racks are spaced and how high the racks are. Would someone who is in a wheelchair or is physically challenged be able to navigate this section of the store easily? Why or why not?

11. Is there a section of clothing for plus-size women? Is there a section of clothing for plus-size men? What names are given to these sections of the store? How does the style of the clothes differ from clothes available to individuals who are not plus size?
12. Who are the workers in the store? Who are the customers? What do you notice, if anything, about the race, gender, age, and physical abilities of the staff and customers in the store?

Cultural Meal (10 points) Due Dates: Group 1 - 02/19/2019; Group 2 – 04/11/19 (10 points)
The purpose of this assignment is to expose students to the variety of cultures intersecting within our own classroom. Students are asked to share elements from their own culture as we enjoy a cultural dish that has some special meaning to them. You may prepare this dish yourself or have someone else prepare it. Be prepared to discuss the significance of the dish within your culture. Also bring a personal artifact from your culture you would like to share. **CC: 3; DC: values**

Assessment & Analysis of an Adult from Another Culture (20 points) Due - 04/18/19

Overview
Your final assignment is designed to help you to demonstrate several of the course competencies needed to meet several of this course’s requirements. The purpose of this paper is to understand how one’s development is critically affected by the context within which one lives. For this paper you will interview an adult of a different culture, in person, about their “ecological niche,” that is, those systems that surround them and within which they are embedded. These include their community and larger society as well as the multiple systems within these that affect them. Examples are work, school, organizations, churches, federal or state systems such as child welfare or social security, as well as many others. One of the more important systems may be their own culture. Each of these various systems may represent risk and/or protective factors, stressors and/or resources. You will apply appropriate theories to the understanding of the individual’s context and how it has affected or may affect them. **Course Competencies (CC) and Dimensions of Competence (DC) are noted for each portion:**

Step 1: Locate an adult of a different culture that can provide a rich narrative. The interview should last 30 – 45 minutes. Be sure to also permission to ask a few more questions later if you find that you failed to ask information that would be helpful in writing the paper.

Step 2: Using open-ended questions and prompts to provide a richer narrative. Consider what types of questions and prompts you wish to use before the interview. Examples include: “Tell me something about the community in which you live.” “What are some of the advantages and disadvantages to living here?” “Tell me about your work.” “Do you find that your work has any effect on your private life and if so, how?” “What are the meaningful groups/organizations to which you belong?” “Who are the people you most like to be around?” The purpose of these questions and prompts are twofold. First, you need to identify the various contexts in their lives that are influential to them. Second, you need to identify how the various contexts are influential and affect them. Your interview notes will provide the material for the paper.

Step 3: Drawing on the readings, outside references, and class discussion, write a double-spaced, properly referenced (**APA style with a minimum of three references**) approximately 6- to 7-page paper that includes the following:
• Introduce the person(s) you interviewed/observed, the person’s culture, and the context for the observation and the interview, including the community in which the observation took place, the location of the observation (e.g. coffee shop, interviewees’ home) and any others who were present (e.g. spouse, partner, children, interpreter), during your time together.
  o Provide a **holistic description** of the person(s) and the environment that the interview is occurring in. Be descriptive so the audience can visualize the person(s) in a humanistic manner. This helps to prevent the listeners from objectifying the information.

• Discuss strategies for how you intentionally prepared for engaging with the person(s)/family in a culturally respectful way. **CC: 3; DC: Knowledge, skills, cognitive and affective processes**

• Present the multiple cultural identities of the individual. Identify and discuss personal risk and protective factors (attributes) associated with this individual. Discuss how this person’s multiple identities reflect strengths and stresses for that person (i.e., how the person draws strengths from each identified identity and how that identity might also represent risk factors). Also consider how these multiple identities have complexly interacted within the individual. **CC: 3, 4, 5, 6; DC: Knowledge, skills, values, cognitive and affective processes**

• Analyze the individual physical, cognitive, neurophysiological, moral, social, emotional/affective, and spiritual domains by applying appropriate theories and perspectives that you have learned from your text. Support your analysis with appropriate examples from the observation and interview. **CC: 1, 7, 8; DC: Knowledge, skills, cognitive and affective processes**

• Describe the community/neighborhood context within which the individual resides and describe how this context influences or might influence the person’s development. Within the community, it is likely that the person is embedded within multiple other systems (i.e. organizations, networks of people). These may include work, school, church, recreational groups, and many other possibilities. Identify these as well as discuss whether they are risk and protective factors, stressors or resources. Also discuss other risk/protective factors and stressors or resources at this level. Appropriately apply theories already discussed in class to help in developing a better understanding of this context, its systems, and its effect on the individual. Support your analysis with appropriate examples from the observation and interview. **CC: 1, 2, 5, 6, 7; DC: Knowledge, skills, values, cognitive and affective processes**

• Describe the societal context within which the individual resides and describe how this context influences or might influence the person’s future development. It is likely that the person is embedded within at least some systems, primary of which are cultural. Identify these as well and discuss whether they are risk and protective factors, stressors or resources. Appropriately apply theories already discussed in class to help in developing a better understanding of this context, its systems, and its effect
on the individual. Support your analysis with appropriate examples from the observation and interview. CC: 1, 2, 5, 6, 7; DC: Knowledge, skills, values, cognitive and affective processes

- Consider how these various multilevel factors have coalesced to affect the individual’s development. CC:1, 2, 7; DC: Knowledge, skills, cognitive and affective processes

**Final section: Critical Reflection & Self-Assessment. CC: 1, 2,3, 6; DC: Skills, values, cognitive, and affective processes**

a. For this step, write a couple paragraphs reflecting on your assignment. You may use any of the following topics as spring boards for your discussion:
   - What do you see as your strengths?
   - What took you by surprise?
   - What do you still need to work on?
   - What would you do differently during the session if you could do it again?
   - How did you feel doing the interview?
   - Were you “moved” by this person and her/his life experiences?
   - Identify some of the cultural differences between you and the person(s)/family interviewed.
   - What were some of the assumptions you had about people that belonged to this culture prior to this assignment.
   - How did this assignment impact your previous assumptions about the culture of this population? Has it confirmed a perception or assumption you already had or helped you begin to shape a new one?
   - What kind of issues has this assignment raised for you?
   - What is at least one positive experience that you will take away from this assignment?

b. Next, critically reflect and write a couple of paragraphs for how your cultural lens (assumptions) affected your:
   ✓ 1) observation
   ✓ 2) interview
   ✓ 3) analysis

***Note*** writing that your cultural lens did not affect your observation, interview and/or analysis is not acceptable. Think critically about this and provide specific examples of each area of your process.

“All genuine learning is active not passive. It involves the use of the mind, not just the memory. It is a process of discovery, in which the student is the main agent, not the teacher.”- Mortiner J. Adle
## Course Outline Spring Semester 2019

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<tr>
<th>Class/Date</th>
<th>Topics</th>
<th>Required Readings and Materials</th>
<th>Assignment &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Week 1)</strong></td>
<td></td>
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<tr>
<td><strong>Class 1</strong></td>
<td>1) Introductions</td>
<td><strong>Required Materials</strong></td>
<td></td>
</tr>
<tr>
<td>01/10/19</td>
<td>2) Course overview and expectations</td>
<td>Please study the syllabus and your Canvas site before class. Write down any questions you have and bring to class.</td>
<td>Pre-Class Quiz</td>
</tr>
<tr>
<td><strong>Class 2</strong></td>
<td>1) Introduction to Human Behavior and the Social Environment</td>
<td><strong>Required Readings</strong></td>
<td>Chapter 1 due by</td>
</tr>
<tr>
<td>01/15/19</td>
<td></td>
<td>Zastrow, C., &amp; Kirst-Ashman, K. (2016). <em>Understanding Human Behavior and the Social Environment.</em> (Chapter 1) pp. 1-44.</td>
<td>12:00 pm on</td>
</tr>
<tr>
<td>01/17/19</td>
<td></td>
<td><strong>Handouts</strong></td>
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<td></td>
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<td>Critical thinking</td>
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<td>NASW for Describing People</td>
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<td>Guide for Examining Theory and Practice</td>
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<td><em>Competencies: 1, 2, 5, 7</em></td>
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<td><strong>(Week 2)</strong></td>
<td></td>
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<tr>
<td><strong>Class 4</strong></td>
<td>1) Biological development in infancy and childhood</td>
<td><strong>Required Readings</strong></td>
<td>Chapter 2 due by</td>
</tr>
<tr>
<td>01/22/19</td>
<td></td>
<td>Zastrow, C., &amp; Kirst-Ashman, K. (2016). <em>Understanding Human Behavior and the Social Environment.</em> (Chapter 2) pp. 45-94.</td>
<td>12:00 pm on</td>
</tr>
<tr>
<td><strong>Class 5</strong></td>
<td></td>
<td><strong>Required Videos</strong></td>
<td><em>Tuesday</em> 01/22/19</td>
</tr>
<tr>
<td>01/24/19</td>
<td></td>
<td>In Brief: Gene Environment Intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strong, J. (2017). Epigenetics:</td>
<td><a href="https://www.youtube.com/watch?v=NUlDOW6BmY">https://www.youtube.com/watch?v=NUlDOW6BmY</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interactive Brain map</td>
<td><a href="https://www.zerotothree.org/resources/529-baby-brain-map">https://www.zerotothree.org/resources/529-baby-brain-map</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To get started, select an age range from the pull-down menu and click on it. Depending on the age range, different hotspots on the brain will appear. Click on a hotspot to reveal questions to find out</td>
<td></td>
</tr>
</tbody>
</table>
how a baby’s brain develops during this period of brain growth. You’ll also learn what you can do to enrich a very young child’s development.

*Competencies: 1, 2, 5, 6, 8, 9, 10*

| (Week 4) | 1) Psychological development in infancy and childhood | **Required Readings**  
Chapter 3 due by 12:00 pm on Tuesday 01/29/19 |
|---|---|---|---|
| Class 6  
01/29/19 | | **Required Videos**  
Mirror Neurons by Nova. (14 min.)  
[http://www.pbs.org/wgbh/nova/sciencenow/3204/01.html](http://www.pbs.org/wgbh/nova/sciencenow/3204/01.html)  
Executive Function and Self-regulation (5:35 min video)  
Still Face Experiment (2.51)  
[http://www.youtube.com/watch?v=Btg9PiT0sZg](http://www.youtube.com/watch?v=Btg9PiT0sZg)  
Three Core Concepts in Early Development (All three videos 5.18 minutes)  
[https://www.youtube.com/watch?v=fbeE9YB7uzQ](https://www.youtube.com/watch?v=fbeE9YB7uzQ)  
[https://www.youtube.com/watch?v=6td9PbTPU4](https://www.youtube.com/watch?v=6td9PbTPU4) | **Competencies: 1, 2, 3, 4, 5, 6, 7, 9, 10** |
| Class 7  
01/31/19 | | | |
| (Week 5) | 1) Social development in infancy and childhood | **Required Readings**  
Chapter 4 due by 12:00 pm on Tuesday 02/05/19 |
| Class 8  
02/05/19 | | | |
| Class 9  
02/07/19 | | | |
### Required Videos

- **The Visual Cliff experiment (2.35 min)**
  [https://www.youtube.com/watch?v=p6cqNhHRMJA &feature=youtu.be](https://www.youtube.com/watch?v=p6cqNhHRMJA &feature=youtu.be)

- **Stranger anxiety (54 sec)**
  [http://www.youtube.com/watch?v=Y6QtuU1L_A8&feature=related](http://www.youtube.com/watch?v=Y6QtuU1L_A8&feature=related)

- **Social Learning (5.46 min)**

**Competencies:** 1, 2, 3, 4, 6, 7, 8, 9

<table>
<thead>
<tr>
<th>(Week 6)</th>
<th>Class 10</th>
<th>02/12/19</th>
<th>No class-Scavenger Hunt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 11</td>
<td>02/14/19</td>
<td>Asynchronous Class</td>
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</tr>
</tbody>
</table>

**Required Readings**


**Competencies:** 1, 2, 3, 5, 6, 7, 8, 9

<table>
<thead>
<tr>
<th>(Week 7)</th>
<th>Class 12</th>
<th>02/19/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 13</td>
<td>02/21/19</td>
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</tr>
</tbody>
</table>

**Required Readings**


- Paper Tigers (4.59 min)
  [https://vimeo.com/139998006](https://vimeo.com/139998006)

- Perks, B. (2015). *Adverse Childhood Experiences is not a life sentence.* TEDxPodgorica (15:53 min)
  [https://www.youtube.com/watch?v=qp0kV7JtWiE](https://www.youtube.com/watch?v=qp0kV7JtWiE)

**Competencies:** 1, 2, 3, 4, 6, 7, 8, 9

<table>
<thead>
<tr>
<th>(Week 8)</th>
<th>Class 14</th>
<th>02/26/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 15</td>
<td>02/28/19</td>
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</tr>
</tbody>
</table>

**Required Readings**


**Pre-Class Quiz**

- Chapter 5 due by 12:00 pm on **Tuesday 02/12/19**

- Chapter 6 due by 12:00 pm on **Tuesday 02/19/19**

- Chapter 7 due by 12:00 pm on **Tuesday 02/26/19**

**Group 1 (02/19/19)**

**Cultural meal**

**Weekly Schedule**

- **Class 10**
  - 02/12/19
  - No class-Scavenger Hunt

- **Class 11**
  - 02/14/19
  - Asynchronous Class

- **Class 12**
  - 02/19/19
  - Biological Development in Adolescence

- **Class 13**
  - 02/21/19
  - Psychological Development in Adolescence
<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Competencies</th>
<th>Quiz Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>16</td>
<td>03/05/19</td>
<td>1) Social Development in Adolescence</td>
<td>Zastrow, C., &amp; Kirst-Ashman, K. (2016). <em>Understanding Human Behavior and the Social Environment</em>. (Chapter 8) pp. 361-409. Templeton, G.B. et al. (2008). Adolescent socialization in rural Appalachia: The perspectives of teens, parents, and significant adults. <em>Marriage &amp; Family Review, 44</em>(1), 52-80.</td>
<td>1, 2, 3, 5, 6, 7, 8, 9</td>
<td>Pre-Class Quiz Chapter 8 due by 12:00 pm on <strong>Tuesday</strong> 03/05/19</td>
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<tr>
<td>10</td>
<td>18</td>
<td>03/12/19</td>
<td>1) Gender, Gender Identity, Gender Expression, and Sexism</td>
<td>Zastrow, C., &amp; Kirst-Ashman, K. (2016). <em>Understanding Human Behavior and the Social Environment</em>. (Chapter 9) pp. 410-454.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>Pre-Class Quiz Chapter 9 due by 12:00 pm on <strong>Tuesday</strong> 03/12/19</td>
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<td></td>
<td></td>
<td>No Quiz This Week!</td>
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</tr>
<tr>
<td>11</td>
<td>20</td>
<td>03/26/19</td>
<td>1) Biological Aspects of Young and Middle Adulthood</td>
<td>Zastrow, C., &amp; Kirst-Ashman, K. (2016). <em>Understanding Human Behavior and the Social Environment</em>. (Chapter 10) pp. 455-484.</td>
<td>1, 2, 3, 5, 6, 7, 8, 9</td>
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</tr>
<tr>
<td>12</td>
<td>22</td>
<td>04/02/19</td>
<td>1) Psychological Aspects of Young and Middle Adulthood</td>
<td>Zastrow, C., &amp; Kirst-Ashman, K. (2016). <em>Understanding Human Behavior and the Social Environment</em>. (Chapter 11) pp. 485-535.</td>
<td>1, 2, 3, 5, 6, 7, 8, 9</td>
<td>Pre-Class Quiz Chapter 11 due by 12:00 pm on <strong>Tuesday</strong> 04/02/19</td>
</tr>
<tr>
<td>13</td>
<td>24</td>
<td>04/09/19</td>
<td>1) Sociological Aspects of Young and Middle Adulthood</td>
<td>Zastrow, C., &amp; Kirst-Ashman, K. (2016). <em>Understanding Human Behavior and the Social Environment</em>.</td>
<td>1, 2, 3, 5, 6, 7, 8, 9</td>
<td>Pre-Class Quiz Chapter 12 due by 12:00 pm on <strong>Tuesday</strong></td>
</tr>
</tbody>
</table>

**Happy Spring Break!**
| Class 25 | 04/11/19 | Environment. (Chapter 12) pp. 536-603.  
Competencies: 1, 2, 3, 5, 6, 7, 8, 9 | 04/09/19 |
<table>
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<tbody>
<tr>
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<td>2) Cultural meal Group 2 (04/11/18)</td>
<td></td>
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</tbody>
</table>
| (Week 14)| Class 26 | 04/16/19 1) Sexual Orientation  
Required Readings  
Competencies: 1, 2, 3, 5, 6, 7, 8, 9 | 1) Pre-Class Quiz Chapter 13 due by 12:00 pm on Tuesday 04/16/19 |
| Class 27 | 04/18/19 | 2) Assessment & Analysis Due (04/18/18)                                                          |          |
| (Week 15)| Class 28 | 04/23/19 1) Biopsychosocial Dimensions of Later Adulthood  
Required Readings  
Competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9 | Pre-Class Quiz Chapter 16 due by 12:00 pm on Tuesday 04/23/19 |
| Class 29 | 04/25/19 |  |  |