THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 314 – Human Behavior in the Social Environment
Section Number 001
3 credit hours
Spring, 2016

Instructor: Stefanie Pilkay, MSSW
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Office Hours: M 8:30-10:30 am
F 10:00-12:00 pm

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 (www.csw.utk.edu). Students also must follow the policies and rules required by their field placement agency. It is the student’s responsibility to have read these documents and demonstrate professional conduct at all times at their field placement and in the classroom.

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.

**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*).

**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, 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.

**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/](http://civility.utk.edu/).

**Disability Services**
If you need course adaptation or accommodations because of a documented disability, please contact the Office of Disability Services at 100 Dunford Hall at 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.

Classroom Etiquette
Students are expected to demonstrate professionalism. The use of cell phones is unacceptable in class. Cell phones should be silenced and kept out of sight 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 mp3 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices 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 Rationale
To practice accountably and effectively, social workers must be able to understand their clients and their presenting issues within their clients’ environmental, cultural, and developmental contexts. In supportive environments, individuals flourish as they progress through developmental stages and stage-salient tasks. Other environments, because of risk factors associated with them, are less supportive of wellbeing. Even so, brain plasticity provides humans with an amazing capacity to adapt to these less supportive and sometimes frankly maladaptive environments, although sometimes at great cost to themselves. Especially for young children, the costs to the developing brain of less adaptive environments are profound because their brains actually become organized around repeated experiences within these less adaptive
environments. Neurophysiologic changes and behaviors resulting from these earlier less adaptive environments are often conceptualized by clinicians as psychopathology or presenting problems of clients. Understanding human development as a series of processes mediated by the brain within an environment-dependent context profoundly reframes not only our understanding of our clients and their presenting problems, but also how to intervene appropriately with clients and their environments. This different understanding of human development also suggests the critical importance of effective prevention programs and social policies that promote wellbeing, as well as interventions directed at changing the larger environments of individuals. Thus, knowledge gained in this course will allow social workers not only to better understand, contextualize, and assess clients and their presenting problems, but also to develop more appropriate interventions, prevention programs, or policies for working with or for the benefit of clients and for the necessary environments to support human wellbeing.

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. The applicability of biological, psychological, and social science perspectives of human behavior to the practice of social work
2. The social systems framework as it pertains to a person-in-environment perspective of individuals, families, or people in groups
3. The sources of human diversity in the lives of individuals, particularly those who are involved as clients in professional relationships with social workers
4. The dual perspective of self-developed by members of oppressed groups in our society
5. Growth and development through the life cycle; the significance of risk and resilience
6. The impact of homophobia, racism, sexism, sizeism on individual development, family systems, groups, organizations, communities, and professional social work practice
7. Human behavior in systems of different sizes including individuals, families, groups, organizations and communities
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

Make Up Policies
Make-up Tests will be given at the discretion of the instructor. The instructor considers make-up tests a privilege, not a right. The student requesting a make-up test should make a reasonable effort to contact the instructor (preferably by email) within 24 hours of missing the test. Failure to do so may result in a grade of 0 for the missed test. The student will be notified via email if the instructor approves a make-up exam. Students requesting a make-up test should be diligent about checking email for a response from the instructor. The content of the make-up test may significantly differ in format from the scheduled test, and the student must complete the make-up test within the time frame indicated by the instructor. Failure to read email in a timely manner is no excuse for missing the approved make-up time frame. The instructor may require verifiable documentation of the illness or emergency or may request that the student obtain verification from the Dean of Students Office (dos@utk.edu, 865-974-3179).
Attendance policy:
Attendance is especially important since the skills taught in this class are essential to your professional development and have direct application in future courses, field placements, and practice experiences. Students are expected to be in attendance at each class. Students are allowed to be absent two times without penalty. For each additional absence, five (5) points will be deducted from the student’s final course grade unless other arrangements have been made in advance with the course instructor. Please note that trouble finding a parking spot is not a valid excuse for being tardy to class. Parking has always been difficult at UT so be sure to allow adequate time if you will be trying to park on campus prior to the start of class. If you will be missing a class or will be late the instructor must be notified PRIOR to the BEGINNING of the class. Attendance sign-in sheets will be passed around at the beginning of each class. It is the student's responsibility to sign the attendance sheet. Forging the signature of another or allowing forgery by another on the class attendance sheet is a form of academic dishonesty and is prohibited (see Hilltopics, pp. 16-17). To earn maximum participation points, students are expected to be prepared for each class meeting and participate frequently in class discussions and activities.

Late Assignments Policy:
Deadline extensions are made rarely, at the discretion of the instructor, and in only in extenuating circumstances. Late assignments will be penalized 10% for each calendar day past the due date unless alternative arrangements are made with the instructor prior to the due date.

Extra Credit - BSWO (3-5 participation points)
It is the BSSW program’s expectation that all social work majors participate in the Bachelor’s Social Work Organization (BSWO). 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 322 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.

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. Students in this class will have the opportunity to earn 3-5 points added to their course grade by attending and participating in BSWO this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. To be an active member in BSWO and be eligible for extra credit, students are required to attend at least 7 meetings per semester (officers are required to attend 75% of the meetings each semester) and earn 3-5 participation points.

Participation points are earned using the following scale:
• 1 point for attending minimum number of meetings required for membership (see above);
• 1 point for participating in one or more drives;
• 2 points for fundraising participation (one per event);
• 2 points for community service or other participation (one per event)

The BSWO advisor and committee chairs determine criteria for participation in all activities. Students may earn 3 to 5 extra credit points in designated BSSW courses. Points awarded for extra credit equal BSWO participation points for a minimum of 3 and not to exceed 5 points. No points will be awarded for students earning less than 3 participation points.
Students must also submit a one-page, double-spaced statement indicating how BSWO participation relates to one or more of the course competencies. The paper is due to the instructor via email one week prior to the end of class. No other extra credit is available in this class.

Required Readings
Assigned articles will be provided on Blackboard. The required textbook is: Zastrow, C. and K. Kirst-Ashman (2013). Understanding human behavior and the social environment, Cengage Learning. (Tenth Edition)

Critical Thinking Exercise (CTE) Assignments
Students will be required to complete four (4) Critical Thinking Exercises (CTE) throughout the semester. CTEs provide students with an opportunity to demonstrate their understanding and application of research and theories to social work practice, as well as employ and exemplify critical thinking skills.

CTE #1 meets competencies: 1, 2, 3, 5, 8

CTE #2 meets competencies: 1, 2, 3, 4, 5, 6, 7, 8

CTE #3 meets competencies: 1, 2, 3, 4, 5, 7, 8

CTE #4 meets competencies: 1, 2, 3, 4, 5, 6, 7, 8

Purpose
CTEs are designed to accomplish five purposes:

1. Assure that you attend class prepared to discuss the material in an informed, critical way.
2. Demonstrate that you read and understood the material. Your answers should integrate important points and constructs from the readings.
3. Demonstrate your ability to think critically about the material. Answers should demonstrate your ability to engage in analytical and professional consideration for implications of social work practice.
4. Enhance your ability to write professional documents that are grammatically accurate.
5. Enhance your ability to autonomously seek out information, increase your understanding and awareness of practice concepts, and to challenge your ability to write scholarly papers.

CTE Format
Students will answer specific questions, which will be provided for each required CTE assignment.

1. Papers must be written in professional language and written according to the American Psychological Association (APA) style.
2. Students must address all questions assigned to their particular CTE.
Each assigned question will require you to integrate material from assigned readings, as well as additional readings and/or multimedia. Students must connect information from assigned material and additional material researched on your own, to social work practice concepts, social work ethics, and social work values.

3. **All papers must be a maximum of 300 words.**
4. CTEs must include a “References” page, according to APA format. The “References” page is not included as part of your 300 word requirement.
5. CTEs must include in-text citations, e.g. (Brown, 2015), which are not to be included as part of your 300 word requirement.
6. There will not be a required number of references per CTE. However, the quality of your chosen additional resources will be graded according to the CTE rubric. If access to your chosen resource is not accessible via internet, you must provide a copy of your resource, and submit it along with your CTE on the due date.
7. **All papers must be submitted on blackboard by the beginning of class,** on the date they are due. Papers that are not submitted on time will be subject to the late assignment policy in this syllabus.

**Participation:**
Participation enriches student learning and therefore will be graded in this course. Brief assessment games and guided class discussions will provide opportunity to participate. Students are strongly encouraged to complete the readings prior to class in effort to be prepared to participate.

**Grade Information**
CTEs will be graded according to the CTE rubric. Each goal identified in the rubric will be graded on a 100-point scale. The average of each of these scores will be calculated for a final CTE score. All four CTE scores will then account for 80 percent of your final grade. In-class participation will account for 20 percent of your final grade.

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Course Schedule:

1/14/2016
Review of syllabus & course expectations
Competencies: 1

1/19 & 1/21
Unit 1
Infancy and Childhood
Biological Development in Infancy and Childhood

Required Readings:

- Fetal Development During Pregnancy, Prenatal Influences (pg.65-69).
- Highlight 2.1 (pg. 71).
- Low-Birth-Weight and Preterm Infants (pg. 75-77).
- Explain Normal Developmental Milestones for Infants and Children, Relevance to Social Work (pg. 77-79)
- Profiles of Normal Development for Children 4 months to 11 years (pg. 79-85)


Competencies: 1, 2, 5, 7, 10

1/26 & 1/28
Unit 1
Infancy and Childhood
Psychological Development in Infancy and Childhood

Required Readings:

- Chapter summary (pg. 173-175)


*Competencies: 1, 2, 3, 4, 5, 6, 7, 9, 10*

**Unit 1**

**Infancy and Childhood**

*Social Development in Infancy and Childhood*

**Required Readings:**

- Positive Family Functioning (pg. 182-183)
- The Dynamics of Family Systems (pg. 184-185)
- Concept Summary (pg. 189)
- Assess the Family Life Cycle (pg. 189 & 194)
- Concept Summary (pg. 202)
- Apply Learning Theory Concepts to Practice (pg. 201-215)
- Cultural Context and Parenting Style (pg. 217)
- Characteristics of Physically Abused Victims (pg. 234-236)
- Characteristics of Neglected Children (pg. 238-240)
- Characteristics of Psychologically Maltreated Children (pg. 241)
- Characteristics of Sexual Abuse Victims (pg. 245-246)
- Chapter Summary (pg. 249-251)


*Competencies: 1, 2, 3, 4, 6, 7, 8, 9, 10*

**CTE #1 is due at beginning of class**

*Competencies: 1, 2, 3, 5, 8*

**Unit 1**

**All Developmental Stages**

*Ethnocentrism and Racism*

**Required Readings:**

- Violence Against Minorities in the United States (pg. 257-258)
- Aspects of Social and Economic Forces: Prejudice, Discrimination, and Oppression (pg.258-259)
- Racial and Ethnic Stereotypes (pg. 259)
- White Privilege, Hate Crimes (pg. 260)
- Discrimination and Oppression in Organizational Macro Systems (pg. 263-264)
- Sources of Prejudice and Discrimination (pg. 264-267)
- Community Strategies to Promote Social and Economic Justice (pg. 276-281)


Competencies: 1, 4, 5, 6, 8

2/16 & 2/18

Unit 2
Adolescence

Biological Development in Adolescence

Required Readings:


- Describe Major Physical Changes During Adolescence (pg. 297-300)
- Explain Psychological Reactions to Physical Changes (pg.300-305)
- Racial and Other Differences in Adolescent Sexual Activity (pg. 307)
- Chapter Summary (pg.330-331)


**Competencies: 1, 2, 3, 5, 7, 8, 9, 10**

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**2/23 & 2/25**

**Unit 2**

**Adolescence**

*Psychological Development in Adolescence*

**Required Readings:**


- Explore Identity Formation in Adolescence (pg. 334-340)
- Explore Moral Development (pg. 345-350)
- Evidence-Based Practice and Spirituality (pg. 354)
- The advantages of Assertiveness (pg. 358)
- Assertiveness Training (pg. 358-359)
- Application of Assertiveness Approaches to Social Work Practice (pg. 359)
- Causes of Adolescent Suicide (pg. 360-362)
- Suicidal Symptoms (pg. 362-365)
- How to Use the SAD PERSONS Scale (pg. 365-366)
- Reactions to a Suicide Threat (pg. 367-368)
- Chapter Summary (pg. 371)


**Recommended Reading:**


**Competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

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**3/1 & 3/3**

**Unit 2**

**Adolescence**

*Social Development in Adolescence*

**Required Readings:**

Zastrow, C. and K. Kirst-Ashman (2013). *Understanding human behavior and the social*
environment, Cengage Learning

- Movement from Dependence to Independence (pg. 378-379)
- Interaction in Peer Group Systems (pg.379-382)
- Interaction in Families: Effective Communication Between Parents and Children (pg. 380-382)
- Eating Disorders (pg. 383-388)
- Understand Theoretical Material on the Causes and Treatments of These Problems (pg. 388-390)
- Medical Model, Interactional Model (pg. 391-394)
- Major Mental Disorders According to the American Psychiatric Association (pg. 392-393)
- Changing Unwanted Emotion (pg. 395-398)
- Assessing and Changing Deviant Behavior: Application of Theory to Practice (pg. 398-399)
- Crime and Delinquency (pg. 400-401)
- Delinquent Gangs (pg. 401-404)
- The RAP Framework for Leading Multiracial Groups (pg. 410)
- Chapter Summary (pg.420-421)


*Competencies: 2, 4, 7*

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3/8

**CTE #2 is due at beginning of class**

*Competencies: 1, 2, 3, 4, 5, 6, 7, 8*

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3/8 & 3/10

**Unit 2**

**Adolescence**

*Gender, Gender Identity, Gender Expression, Sexism*

**Required Readings:**


- Evaluate Traditional Gender-Role Stereotypes over the Life Span (pg. 429-435)
- Cross-Cultural Perspectives on Gender-Role Development (pg.433-434)
- The Special Issues and Needs of Men (pg.435)
- Review Sexist Language (pg. 444-446)
- Survivors’ Reactions to Rape (pg.452-453)
- Suggestions for Counseling Rape Survivors: Keys to Empowerment (pg. 453-455)
- The Battering Cycle (pg. 457)
• Battering in Gay and Lesbian Relationships (pg. 459)
• Counseling Strategies for Empowerment (pg. 462-463)
• Strategies for Empowering Women and Achieving Sexual Equality (pg. 465)
• Chapter Summary (pg. 464-467)


Recommended Reading:

Competencies: 1, 2, 3, 4, 5, 7, 8, 10

3/22 & 3/24

Unit 3
Young and Middle Adulthood
Biological Aspects of Young and Middle Adulthood

Required Readings:

• Physical Development (pg. 471)
• Physical Changes in Middle Age (pg.477-482)
• Male Climacteric (pg.485-486)
• Five Languages of Love (pg.489)
• The Effects of HIV (pg.493)
• So You Have a Duty to Inform a Person Who Is at Risk of Acquiring HIV (pg.496)


Competencies: 1, 2, 6, 7, 8

3/29 & 3/31

Unit 3
Required Readings:


- Describe Erickson’s Theories of Psychological Development During Young and Middle Adulthood (pg. 500-501)
- Describe Peck’s Theory of Psychological Development During Middle Adulthood (pg.501-503)
- Levinson’s Theories of Life Structure, Life Eras, and Transitions for Men (pg. 503-505)
- Maslow’s Hierarchy of Needs (pg. 505-507)
- Eye-Accessing Cues (pg.511)
- The Impact of Thoughts on Physiological Functioning (pg. 521)
- Describe Gawain’s Theories About Intuition and How Human Behavior Is Affected by it (pg.522-523)
- Drugs of Abuse: Facts and Effects (pg.525)
- Motivational Interviewing with Alcoholic Clients Who Are in Denial (pg.544-546)
- Chapter Summary (pg.547-548)


*Competencies: 1, 2, 3, 6, 7, 10*

4/5 & 4/7

Unit 3

Young and Middle Adulthood

*Sociological Aspects of Young and Middle Adulthood*

Required Readings:


- Benefits of Marriage (pg. 552-553)
- The Rich and the Poor (pg.563-564)
- Poverty is Functional (pg.569-570)- *Title is not the opinion*
- Conflict Resolution Strategies (pg. 573-576)
- Family System Assessment: The Ecomap (pg.592-595)
• Chapter Summary (pg.614-616)


*Competencies: 1, 2, 7, 8*

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4/12

**CTE #3 is due at beginning of class**

*Competencies: 1, 2, 3, 4, 5, 7, 8*

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4/12 & 4/14

**Unit 4**

Later Adulthood

*Biological Aspects of Later Adulthood*

**Required Readings:**


- Describe the Physiological and Mental Changes That Occur in Later Adulthood (pg. 658-665)
- Wellness: The Strengths Perspective (pg.672-683)


*Competencies: 2, 4, 6, 7, 8*

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4/19 & 4/21

**Unit 4**

Later Adulthood

*Psychological and Sociological Aspects of Later Adulthood*

**Required Readings:**


- Describe the Physiological and Mental Changes That Occur in Later Adulthood (pg. 658-665)
- Wellness: The Strengths Perspective (pg.672-683)
Competencies: 2, 4, 5, 7

4/26

Unit 4
All Developmental Stages
Criminal Behavior & Genetics

Required Readings:


Competencies: 1, 2, 3, 4, 7

4/28

CTE #4 is due at beginning of class/Class Wrap-up
Competencies: 1, 2, 3, 4, 5, 6, 7, 8