



Course Syllabus: Human Behavior and the Social Environment I
College of Health Sciences and Human Services
Social Work Department
SOWK 3544- J01
Fall 2026

Contact Information

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Office Hours:

Tuesdays: 1.30-3.00 p.m.

Wednesdays: 10.00 a.m. - Noon

Thursdays: 1.30-3.00 p.m.

COURSE DESCRIPTION

The goal of this course is to provide information about the multiple factors, which affect the assessment of human growth, personality development, and behavior. This course will focus on the interactions between the developing person, his/her family, and the social systems in which that lifelong development takes place. Human development is studied within the context of those biological, psychological, and socio-cultural systems, which affect, and are affected by, human beings. Incorporated into this context is current knowledge related to spiritual development, racial and ethnic and cultural diversity, as well as disadvantaged and oppressed groups. In connection with such course content, attention is also focused on differences in values and life styles, and the issues that they generate for the understanding of human development, and for the role of the social worker.

COURSE OBJECTIVES

Upon completion of this course, the students should be able to:

Knowledge Dimension:

1. Identify the basic concepts and themes of the life span and life course perspectives (EPAS 6 & 7).
2. Examine the various dimensions of the life course from conception to adolescence and the implications of social work practice across the lifespan from conception to adolescence (EPAS 6 & 7).

Values Dimension:

3. Describe the relationship between the life course perspective and individual unique life stories as a configuration of specific life-events and person-environment transactions over time (EPAS 6 & 7).

Skills Dimension:

4. Demonstrate skills in observing, analyzing and interpreting human behavior and the social environment in which it takes place (EPAS 6 & 7).

Cognitive and Affective Dimension:

5. Analyze the various paradigms of knowledge about human behavior and the social environment in the assessment process (EPAS 6 & 7).
6. Identify issues related to the effects of race, ethnicity and culture, social class, religion, disability, and position in global community/immigrant, on life course trajectories (EPAS 6 & 7)

Alignment of CSWE Core Competencies, Course Objectives, Practice Behaviors, and Assignments

Core Competency	Course Objective	Practice Behavior	Assignment
Engage with individuals, families, groups, communities, and organizations	All the course objectives	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	Community Service Practicum and Assignments 1 and 2
Assess individuals, families, groups, communities, and organizations	All the course objectives	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	Community Service Practicum and Assignments 1 and 2

Required Text:

Zastrow et al. (2019). *Understanding human behavior and the social environment* (11th ed.). Cengage: Boston, MA.

COURSE INSTRUCTIONAL METHODS

This course will be taught through use of lectures, large and small group discussions, and audiovisual presentations. Students are expected to attend classes and to actively participate in discussions. The expectation is that students will have read the assigned readings to facilitate class dialogue and interaction.

Note: Please send your email on outlook (instead of D2L). Except for the weekend, I will check my emails during all the weekdays. Please expect a reply within 24 hours. In case you need any clarification, please don't hesitate to contact me via email.

D2L

D2L will be used throughout the semester for communication between class sessions. The course material (Syllabus, Power points, and other relevant items) will be posted onto D2L.

COURSE REQUIREMENTS:

AI-Generated Submissions:

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions (for example, ChatGPT) are not permitted and will be treated as plagiarism.

Social Work Program Attendance Policy:

Students are allowed three excused absences as defined by MSU absence policy. For an absence to be excused the ****student must inform the instructor the reason for the absence*** and provide documentation supporting the need for the class absence. A ****student who has missed five classes*** (including the three excused absences) will ***receive a lower letter grade***. ****After six absences the student will be dropped from the class***. ****If the sixth absence were to happen after the last day for “W”, the student will receive grade “F.”***

It is expected that students attend every class. If unable to attend class, please inform the instructor before the class starts (or before class time). If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that ****for each “uninformed class absence” 5 points will be taken off from the final points***. Please note that the instructor should be informed directly via email or office phone. In case of an emergency, please inform the instructor as soon as possible. ****Coming late to class and leaving early from class without any prior notice will also have an adverse impact on attendance and participation grade***.

Class Participation:

It is expected that students will contribute to the maintenance of a healthy learning environment, by paying attention to lectures, to fellow students' contributions in the class and by not being disruptive in class. It is expected that students actively participate in class discussions and exercises. It is also expected that everyone who shares ideas/views is respectful of others' time and ideas/views. We could agree to disagree but we ought not to be disagreeable.

Class participation is expected not only at the time of class discussions but also during lectures

by raising pertinent questions, by contributing relevant ideas and by sharing relevant examples. Students will be expected to read all the assigned materials prior to class and be prepared to engage in class discussions related to the class topics.

While participation grades will be assigned based on the level, relevance, and substance of participation, the instructor reserves the right to assign participation grades based on the instructor's judgment. ***General criteria** followed for assigning participation grade will be as follows:

- **Poor** (participates **only in group** discussions): 0-5 points
- **Fair** (besides **group** discussions participates **occasionally in class**): 5-10 points
- **Good** (besides **group** discussions participates **often in class**): 10-15 points
- **Very good**: (besides **group** discussions participates **very often in class**): 15-20 points

***Note:** There will be two debates this semester with a separate grade for the same. Specific details will be provided in class.

Laptop and Cell Phone regulation:

No Photographing, recording, text messaging is allowed without the permission of the instructor. Please turn off or set cell phones on vibrate. Please do not surf the internet, listen to IPOD music while in class. ****Please note that using electronic devices during class time will have an adverse impact on attendance and participation grade.***

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Academic Integrity:

Academic integrity is essential to the mission of Midwestern State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old papers when preparing for this paper, nor may they consult with students who have already written the paper. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students, and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student affairs for disciplinary action which could result in suspension or expulsion from Midwestern State University.

All students are expected to submit their own original work. The presentation of another's words or ideas as your own, without giving credit to the source is regarded as plagiarism. Academic fraud, plagiarism, dishonesty, and cheating are serious acts of academic misconduct. If you are unclear about the proper use and citation of sources, or the details and guidelines for any assignment, you should discuss your concerns prior to the due date with the instructor.

Academic fraud and cheating include these and other misrepresentations:

- presentation of the ideas of others without credit to the source;
- use of direct quotations without quotation marks and without credit to source;
- paraphrasing without credit to the source;
- participation in group project which presents plagiarized material;
- failure to provide citations for material obtained through electronic research;
- downloading and submitting work from electronic data bases without citation;
- submitting material created/written by someone else as one's own;
- copying from someone else's exam, homework, or laboratory work;
- allowing someone else to copy or submit one's work as his/her own;
- accepting credit for a group project without doing one's share;
- submitting the same paper in more than one course;

- using notes or other materials during test without authorization;
- not following the guidelines specified by instructor for “take home” exams; and
- the fabrication of research data.

Study Hours and Tutoring Assistance

Begin drafting papers as early as possible and take advantage of the [Tutoring & Academic Support Programs](#), located off the first floor of the Moffett Library. The MSU TASP Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Business, and Foreign Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

COURSE ASSIGNMENTS:

Reading quizzes and Final Exam:

There will be four reading quizzes (each worth 10 points) and a final exam (worth 30 points). The final exam will be given on the date scheduled by the university. The quizzes and the final exam will consist of multiple-choice questions and true or false statements. As class presentations will be based on the text as well as materials from other sources, **ONLY** what is presented in class will be included in the quizzes and final exam. For the quizzes and the final exam, students will be required to use a **Scantron**.

Human Behavior and Macro Systems (Community Service Practicum) (Meets EPAS 6 & 7):

One of the most important parts of every student’s learning experience will be participation in one community service practicum during HBSE I course. Students may choose agencies of their preference but ***MUST** make sure they are **mentored by Social Workers**. Students must complete ***30 hours** of practicum in the agency.

As discussed in the text, individual human behavior is affected by macro systems, namely communities, and organizations. Therefore, the purpose of this practicum is to observe how individual human behavior is affected by the macro systems, and also to gain understanding of the agency’s purposes, structure, services provided, and populations served.

After completing the required hours, students will obtain a typewritten letter on the official letterhead from their social work mentor. The letter should be addressed to the instructor stating that the student has completed the required 30 hours, and duly signed by the social work mentor. On or before the due date, the letter thus obtained should be scanned (please make sure the scanned copy is clear and readable) and submitted in D2L DropBox, along with their individual typewritten report (not less than a page, double-spaced, 12-point font size). Please note that ***NO LATE SUBMISSION** of the scanned copy of the letter and the report will be accepted.

Students typewritten report and class presentation should focus on the following:

- (1) Name of the agency;
- (2) Primary purpose of the agency;
- (3) Responsibilities carried out during community service practicum;
- (4) Roles of social worker(s) observed during the practicum;
- (5) Whether community service practicum will be continued in the same agency for HBSE II.
- (6) If a different agency is chosen for HBSE II, reason for the choice.

As students may complete the required hours at different times, they may do the oral presentation in class, once they have completed the hours. Oral presentation may be part of the grade for community service practicum. If time permits, there may be a brief Q & A, followed by the presentation.

***Note:** The signed and scanned copy of the agency report form, and the individual report will be submitted in D2L DropBox.

Assignment # 1: Case Study: Intergenerational Stresses in the Clark Family (Meets EPAS 6 & 7)

You have been asked to investigate the possibility that Martha Clark's family caregivers are emotionally and physically abusing her, as well as neglecting her. Martha Clark is an 81-year-old Euro-American widow who has lived with her 58-year-old son, Al, and his wife, Betty, since moving from her one-story apartment in a senior housing project when her husband died 2 years ago. Mrs. Clark never held a job outside the home, and her current income consists of the \$400 per month she receives from Social Security. She has no savings. Mrs. Clark has arthritis that

limits her mobility, making it difficult for her to walk the stairs from the main floor of Al and Betty's home to her bedroom and to the only bathroom, both on the second floor. Mrs. Clark also has heart disease and diabetes. She has been challenged by periodic episodes of depression throughout adulthood, and she has been despondent since her husband died.

Nine months ago, Al Clark was laid off from the plant where he had worked for the past 15 years. He had a massive heart attack 6 months ago, and he remains very fearful of having a second heart attack. Betty Clark works an 8.30-4.30 shift at the factory where she has worked on and off for 30 years. Al and Betty Clark have two young adult children, both of whom live out of town. Their son, father of two children, was recently divorced; their daughter is pregnant with her third child. Both children are struggling financially, and their son often turns to Al and Betty with his grief about the divorce.

Before she leaves for work every morning, Betty prepares breakfast for Al and Martha. Most mornings, Martha does not come down until it's almost time for Betty to leave for work, and then Martha only picks at her food. Al has become concerned that Martha usually eats no lunch, and he admits that on several occasions he has lost his temper, screamed at his mother, and even hit her a few times. He feels angry, frustrated, and ashamed for losing his temper, but he doesn't know how to get his mother to eat. He also discovered recently that she has not been taking her medication for depression. When he discovered that, he berated Martha, screaming that she is "just a useless woman."

Since Al's heart attack, money has been tight. The family car needed an expensive repair, and the hot water heater had to be replaced. Martha's medications are not covered by Medicare, and for the past two weeks, Al and Betty have not renewed some of her prescriptions, hoping each week that the money situation will be better next week. Al and Betty often have harsh words about the money problems.

Martha Clark reports that Al and Betty are doing a good job caring for her. She says that she has lived too long anyway, and that Al is right: she is a useless old woman. The doctor tells her that walking would be good for both her arthritis and her heart disease, but she spends most of her time sitting in a chair in her bedroom. She says she does not eat because she has no appetite.

Guidelines:

Analyze the case study based on Systems Theory of human behavior and social environment discussed in class. Your paper should include the following elements, but not simply be responses to the questions asked or required elements. Instead, your paper should consist of an integrated assessment (issues and systems theory) and sections should be well-integrated with one another. In addition to the following guidelines, you should also feel free to integrate any other additional course material into your assignment as well.

1. This family, as many, has encountered a myriad of problems and concerns. Describe these issues concisely and how they will be prioritized when working with the family. This description should serve as a bio-psycho-social assessment of this family unit.
2. Discuss the extent to which the problems and concerns are related using the systems theory. Give concrete examples from the case study to support your assertions. Adequate use of terminology and key concepts related to systems theory is required. It is ***very important** to use peer-reviewed journal articles for your discussion. Please check the rubric provided for the assignments carefully.

Assignment # 2: Adverse Impact of Biological, Psychological, or Social Problems on the Development of Infants, Children, or Adolescents (Meets EPAS 6 & 7)

Students will be assigned to groups consisting of **two or three members**, depending on the class size. Each group will submit a group paper addressing a topic assigned by the instructor. Topics will be selected from the textbook and will focus on a **specific biological, psychological, or social problem affecting infants, children, or adolescents**.

Because HBSE is a foundation course, the primary focus of this assignment should be on **understanding the assigned problem and its impact on human development**, rather than on intervention. Therefore, the **intervention section should be kept to a minimum**. Students should focus on the specific biological, psychological, or social problem assigned to their group and examine its impact on the **development and well-being of infants, children, or adolescents**. Students may also discuss how the selected problem interacts with other aspects of development when relevant.

Each group must review **at least four peer-reviewed journal articles published within the last five years**. In addition to these scholarly sources, the **course textbook must also be incorporated** into the paper. Therefore, the assignment must include a **minimum of five references in total**,

consisting of: at least **four peer-reviewed journal articles published within the last five years**; and the **course textbook**.

Assignments that do not meet the minimum requirement of **four recent peer-reviewed journal articles and the course textbook** will receive a **“C” grade**. Additional scholarly sources may be used as appropriate. Further details regarding the selection of topics and sources will be discussed in class.

Students are expected to **paraphrase and synthesize information from the scholarly literature** rather than rely heavily on direct quotations. If a direct quotation is used, the paper should contain **no more than one direct quote**, and the quotation should **not exceed 40 words**. The quotation must be properly cited according to **APA 7th edition** guidelines. This includes, as applicable, the title page, headings, in-text citations, quotations, reference list, page formatting, and other APA requirements.

In addition to the written assignment, each group will give a 15-20 minutes PowerPoint presentation in class. A member of each group should **email the completed PowerPoint presentation** to the instructor at least 24 hours before the scheduled presentation. **Late submission of the PowerPoint will adversely impact the group’s grade**. Each group member should participate in the presentation and spend **approximately equal time** presenting. The PowerPoint slides should be **clear, readable, and visually appropriate**. The presentation should emphasize **explanation and discussion rather than** reading directly from the slides. The presentation should incorporate **relevant scholarly material** and demonstrate an understanding of the selected problem and its impact on the development and well-being of infants, children, or adolescents.

The grade received by the group will normally be the grade assigned to **each group member**. However, if a group member does not contribute appropriately to the group work, as determined by the group, that student may be required to complete an **individual paper** on the assigned topic; and give an **individual class presentation**. If a group believes that a member is not participating adequately, the **instructor must be informed at least one week before the assignment is due**. Concerns about non-participation should be communicated to the instructor before the assignment deadline so that appropriate action can be taken.

***Note:** The assignment must only be submitted in D2L Drop Box and not emailed to the

instructor. The same group assignment must be submitted by each group member.

Requirements:

Both assignments must meet the following requirements:

- Include a title page and a references page.
- Abstract is NOT required.
- Double-space throughout, leaving a one-inch margin on all sides.
- As permitted by APA, use an easily readable font such as Times New Roman (12-point), or Calibri (11-point), or Arial (11-point), or Lucida Sans Unicode (10-point), or Georgia (11-point). Whichever font you choose, you should use the same font and font size throughout the assignment.
- Provide relevant section headings.
- The required writing style is that of the American Psychological Association (APA) Publication Manual (7th ed.).
- Besides the textbook, at least 4 different citations should be included in your assignment. At least 4 citations MUST be based on articles published in peer-reviewed journals and within the last 5 years. At least 5 different sources should be on your final references page. ***Please note that assignments that do not meet the criterion in terms of the required number of sources (including the required number of peer-reviewed journals) will be given a “C” grade.**
- The **first assignment should not exceed 5-7 pages**, and the **second assignment** (impact of problem on development) **should not exceed 6-8 pages**, including the cover page and the references page.
- Carefully review the rubric given below:

Rubric for the Assignments:

Criteria	Unsatisfactory	Struggling	Good	Proficient
Clarity	0-3 Ideas confusing, disconnected, and purpose is unclear.	3-6 Ideas somewhat clear, somewhat connected, and purpose is somewhat clear.	6-10 Ideas fairly clear, fairly connected, and purpose is fairly clear.	10-15 Ideas clear, well connected, and purpose is clear.
Content	0-5 Less adequate or inadequate; citations are not connected or connected poorly	5-10 Somewhat adequate; citations are connected somewhat well	10-20 Adequate; citations are connected well	20-30 Comprehensive; citations are connected very well
Relevance	0-5 Sources are not relevant. Poor connection has been made between the sources and the points made by the writer(s).	5-10 Relevance of the sources is not obvious. Fair connection has been made between the sources and the points made by the writer(s).	10-15 Relevance of the sources is somewhat obvious; good connection has been made between the sources and the points made by the writer(s).	15-20 Peer-reviewed journal articles are within the last 5 years; relevance of the sources is obvious; excellent connection has been made between the sources and the points made by the writer(s).
Logic	0-5 The transition between ideas is extremely weak.	5-10 There are several weak transitions between ideas.	10-15 There are very few weak transitions between ideas.	15-20 There are clear and effective transitions between ideas.
Writing Mechanics	0-3 4 or more violations of APA format, grammar or punctuation.	3-6 No more than 3 violations of APA format, grammar or punctuation.	6-10 No more than 2 violations of APA format, grammar or punctuation.	10-15 Appropriate use of APA formatting and appropriate use of grammar and punctuation.

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy, may contact MSU's designated Pregnancy and Parenting Liaison to discuss support available through the University.

College Policies

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is

made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Important Dates

Deadline for December graduates to file for graduation: September 21, 2026

Deadline for May graduates to file for graduation: October 5, 2026

Last Day to drop with a grade of W: November 23, 2026

Refer to: [Drops, Withdrawals & Void](#)

EVALUATION OF COURSE OUTCOMES:

The student's achievement will be evaluated on the basis of written assignments, class exams, and class participation. The final grade will be calculated based upon the points that a student has accumulated throughout the term. A student may earn points as shown in the following table:

Grade Item	Points
Class Attendance	20
Class participation	20
Debate	30
Reading quizzes (4) Each worth 10 Points	40
Community Service Practicum	100
Case study Analysis	100
Impact of Problem on Development	100
Final Exam	30
Total	440

Late Assignments:

Late assignments will have a negative effect on the grade. Only an electronic copy of the assignment will be accepted. ***Late assignments are assessed a penalty of 5 points per day.** The assignments will ***NOT** be accepted **after two days** of the due date. Do your assignments early to avoid computer, printer, or family emergencies. If anyone has difficulty with writing, please seek help from the University Writing Center.

Course Changes:

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but only respond to them. Therefore, **the instructor reserves the right to alter the course outline, assignments, or examination dates in order to incorporate these unexpected learning moments.**

GRADING SCALE:

The total grade for the course is an accumulation of the points earned on each assignment. The following letter grades are used:

- A=90% of available points
- B=80-89% of available points
- C=70-79 % of available points
- D=60-69% of available points
- F=0-59% of available points

Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade.

Students must repeat social work courses in which they receive a grade of D or F.

Note: This grade policy is in effect since the Fall of 2020.

COURSE SCHEDULE (TENTATIVE)

Week	Chapters	Assignments
Week 1 (August 25, Tuesday & August 27, Thursday, 2026)	Course Introduction Ch 1: Introduction to Human Behavior and the Social Environment	N/A
Week 2 (September 1, Tuesday & September 3, Thursday)	Ch 1: Introduction to Human Behavior and the Social Environment cont....	N/A
Week 3 (September 8, Tuesday & September 10, Thursday)	Ch 1: Introduction to Human Behavior and the Social Environment cont.... Ch 2: Biological Development in Infancy and Childhood	N/A
Week 4 (September 15, Tuesday & September 17, Thursday)	Debate # 1: Abortion Ch 3: Psychological Development in Infancy and Childhood	Debate # 1- September 15, Tuesday

Week	Chapters	Assignments
Week 5 (September 22, Tuesday & September 24, Thursday)	Ch 3: Psychological Development in Infancy and Childhood cont....	Assignment # 1 due by 11.59 p.m. on September 25, Friday (D2L DropBox)
Week 6 (September 29, Tuesday & October 1, Thursday)	Ch 4: Social Development in Infancy and Childhood	N/A
Week 7 (October 6, Tuesday & October 8, Thursday)	Ch 4: Social Development in Infancy and Childhood cont....	N/A
Week 8 (October 13, Tuesday & October 15, Thursday)	Ch 5: Ethnocentrism and Racism	N/A
Week 9 (October 20, Tuesday & October 22, Thursday)	Ch 5: Ethnocentrism and Racism cont....	N/A
Week 10 (October 27, Tuesday & October 29, Thursday)	Debate # 2: Defunding the Police Ch 7: Psychological Development in Adolescence	Debate # 2: October 29, Thursday
Week 11 (November 3, Tuesday & November 5, Thursday)	Ch 7: Psychological Development in Adolescence cont....	N/A
Week 12 (November 10, Tuesday & November 12, Thursday)	Ch 7: Psychological Development in Adolescence cont....	N/A
Week 13 (November 17, Tuesday & November 19, Thursday)	Ch 6: Biological Development in Adolescence & Ch 8: Social Development in Adolescence	N/A
Week 14 (November 24, Tuesday)	Ch 6: Biological Development in Adolescence & Ch 8: Social Development in Adolescence cont....	N/A
November 25-29, 2026	NO CLASSES- Thanksgiving Break	N/A

Week	Chapters	Assignments
Week 15 (December 1, Tuesday & December 3, Thursday)	Groups' Presentations	Assignment # 2 due by 11.59 pm on December 4, Friday (D2L DropBox) Community Service Practicum Report Due on December 3, Thursday by 11.59 p.m.
Week 16 (December 8, Tuesday)	Final Exam (1.00-3.00 pm)	N/A

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