****IMPORTANT NOTICE ****
ALL EXAMS INCLUDING THE SYLLABUS QUIZ WILL BE IN CLASS

MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
2017-2018
SW 327 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II

This document does not constitute a Contract with the University. It contains guidelines.

Academic Term and Year:	**FALL 2018-2019**
Course Prefix and Number:	**SW 327**
Course Title:	**Human Behavior and the Social Environment II**
Days, Time and Location of class:	**Online/Hybrid** **Wednesdays** **2:00 p.m.-2:50 p.m.** **Room #202 WSB**
Professor:	**Lucille Durham-Lacy** **LMSW, MSW, ABD**
Office Location:	**William Sutton Administration Building (WSB) #211**
Office Hours:	**11:00 a.m.-12:00 p.m. (MW)** **2:00 p.m.-3:00 p.m. (M)** **4:00 p.m.-5:00 p.m. (W)** **10:00 a.m.-11:00 a.m. (TR)** **1:00 p.m.-3:00 p.m. (T)** **1:00 p.m.-2:00 p.m. (R)**
Office Phone Number:	**662-254-3372**

Main Office Number	**662-254-3365**
Email Address:	**Use Blackboard Email**
Prerequisite:	**SW 213, SW 320**
Required Technology Skills:	**Basic computer, internet skills, Web 2.0 technologies**

CATALOG COURSE DESCRIPTION

Continuation of SW 320 with an emphasis on organizations, communities and societies.

COURSE DESCRIPTION

This course studies the theories and research about human behavior and the social environment in understanding and describing human similarity, diversity and interactional processes from young adulthood to late adulthood.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION STATEMENT

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural environments. Baccalaureate students are prepared to apply the knowledge and skills of *generalist social work practice* with individuals, families, groups, organizations and communities. Baccalaureate social work education at Mississippi Valley State University is anchored in the "person-in-the-environment perspective."

PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.

2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.

   Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES:

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication;

- Use technology ethically and appropriately to facilitate practice outcomes; and

- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;

- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and

services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- Assess how social welfare and economic policies impact the delivery of and access to social services;

- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this

knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Rural Competency: 10: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 11: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

III.   EXPECTED PRACTICE BEHAVIORS

This course provides content that helps prepare students to engage in the following competencies and related practice behaviors of social work practitioners. The following grid describes the Social Work Program's curriculum approach to the ten (10) core competencies established by the Council on Social Work Education (CSWE). Each competency is accompanied by a corresponding practice behavior that has been identified as a demonstrative learning bmark for the beginning-level generalist social worker. The first column of the grid, "Course Competencies" contains the competency (EP 2.1.1- EP 2.1.10) and the identified "Practice Behaviors" for each competency in the second column. The third column, "Linkages of Program Goals", shows what program goal is linked to the EPAS competency. The final column, "Assessment of Practice Behaviors,"

provides a description of the primary methods used in this class to assess student mastery of the course competencies.

Course Competencies (CC)	Course Practice Behaviors	Assessment of Practice Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication; Use technology ethically and appropriately to facilitate practice outcomes;	1. Class Readings 2.Chapter Discussions 3.Power point Presentation
Competency 2: Engage Diversity and Difference in Practice	• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Present themselves as learners and engage clients and constituencies as experts of their own	1. Chapter Readings 2. Exams 3 Power point Presentations 4. Class Discussions

	experiences;	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • Engage in practices that advance social, economic, and environmental justice.	1. Chapter Readings 2. Power point presentations 3.Research paper
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1. Chapter Readings 2.Power point presentations 3. Class Discussions
Rural Competency: 10 Use interventions that recognize the needs and strengths present in rural communities	Understand and use the appropriate intervention needed to address the strengths of individuals, families, groups, and communities in rural communities.	1. Exams 2.Chapter Readings 3.Class Discussions
Rural Competency: 11 **Coordinate** interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients	Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.	1. Chapter Readings 2 Class Discussions

COURSE REQUIREMENTS:

Required textbook:

Zastrow, C. & Ashman, K. K. (2016). *Understanding human behavior and the social environment (10th ed.). Chicago: Nelson-Hall Publishing.*

** **All students must have a textbook for this course, as it is a road map to help the student successfully navigate through the course.**

Class Attendance Policy:

Students should log in daily and attend all in class sessions.

Cheating and plagiarism policy:

Cheating:

Honesty is the best policy. Students found guilty of cheating will be subject to severe penalties, including a possible dismissal from the course with a failing grade.

Plagiarism:

The purpose of documentation is to avoid the appearance of representing someone else's work as yours. Such false representation is plagiarism. Let the interested reader consult your sources and check the accuracy of your investigation or carry on his/her own research. Students found guilty of plagiarism will be subject to severe penalties, including a failing grade for that assignment.

Make-Up examination policy:

All assignments maybe accepted in advance. Guidelines for all homework assignments will be given to you in sufficient advance of the due date so that you will have plenty of time to work on each assignment.

Students may take a missed exam within five days under normal circumstances. More days will be allowed for certain situations. Students must have a valid excuse.

MATERNITY POLICY:

It is the policy of this class to accommodate students in need of maternity leave. However, students must make arrangement with the professor to successfully complete this course. A progress plan must be completed by students before beginning maternity leave. A copy of this plan will be given to the student and placed in student's folder. Students in need of leave should inform the professor at the beginning of the course.

CHILDREN IN THE CLASSROOM POLICY (In Class only):

The presence and care of children in the classroom creates significant safety and liability considerations for the university. Child care can demand the frequent attention of a parent/student and thus necessarily diverts attention from the classroom discussions and activities. Therefore, the routine or extended presence of children of students in the classroom is not permitted.

Academic Integrity Policy

Academic integrity is a commitment to the values of honesty, trustworthiness, fairness, respect and responsibility in academia. Academic integrity is violated by any dishonest act that is committed in an academic context. Honesty and integrity are essential values of the Mississippi Valley State University's mission to pursue truth and knowledge. Academic excellence can be reached only with the cooperation and support of students. Students are expected therefore to accept responsibility for maintaining honesty and integrity in all acts inside and outside the classroom, studio or laboratory.

For a detailed description of sanctions and appeal procedures, consult Student Handbook pg.59. https://www.mvsu.edu/sites/default/files/student_handbook_

Major Students Activities and Tasks:

To successfully complete this course, students must undertake the following tasks/activities.

1.   Each student is required to do a **research paper** on a theory of human development and behavior.   A list of theories is provided below for your selection.   APA style must be use.   **Only the theories listed below should be used.**

I.   Each student must select one of the following theories to research.

    1.   Ego psychology
    2.   Afrocentric Theory
    3.   Behavioral/Social Learning Theory
    4.   Client Centered Theory
    5.   General Systems Theory
    6.   Ecological Theory (Perspective)
    7.   Crisis Intervention
    8.   Feminist Theory
    9.   Gestalt Theory
    10.   Narrative Theory
    11.   Problem-solving Approach
    12.   Psychoanalytic Theory
    13.   Phenomenological theory
    14.   Psychodynamic Theory
    15.   Psychosocial Theory
    16.   Reality Theory
    17.   Role Theory
    18.   Task Centered Theory
    19.   Transactional Analysis Theory
    20.   Social Behavior Theory

II.   **The <u>paper</u> should include the following:**

    A.   Introduction
    B.   Discuss the historical background of the theory.
    C.   Discuss the theorist(s) associated with the theory.
    D.   How did the theory become a part of the social work knowledge base?
    E.   Provide a description of the theory.
    F.   List and discuss the major terms.
    G.   Discuss the major assumptions of the theory.
    H.   Conclusion

INFORMATION ON THE RESEARCH PAPER/

Your paper must be 6-7 full typed pages (not including the reference page and title page). Double space your sentences. Your font must be 12. Your margin must be 1 inch top, bottom and sides. Use Times New Roman as your print type. You must include documentation within the body of your paper using the APA style of documentation. If you are not familiar with this type of documentation begin researching it early.

III.   Your paper must include a title page and bibliography page (APA) style.

IV.   Number each page. **Do not use your name when numbering your paper.**

V.   Check for typographical errors, sentence structure and use the correct margins.

VI.   Fifteen different resources must be used. Only 2 internet citations maybe used in this paper. In the body of your paper you must use at least 15 different citations. Do not use Wikipedia as a citation.

VII.   Please use these headings for your paper. This will enable me to accurately grade your paper. Do not include the alphabet.

   A.   Introduction
   B.   Historical background
   C.   Theorist(s)
   D.   Social work knowledge base
   E.   Description of the theory
   F.   Major terms
   G.   Major assumptions
   H.   Conclusion
   I.   References

IMPORTANT NOTICE!!!!!
Papers without citations (fifteen difference-NOT 10, 11, 12 AND ETC) citations in the body, no bibliography and no headings will not be graded).

2.   Each student will create a homepage.

3.   Each student will take quizzes and exams (syllabus quiz, chapter exams, midterm and final exams).

4.   Each student will write two essays on a relevant topic in human

behavior.

5.   Each student will present a power point presentation on a relevant topic in human behavior.

Topics

1.   Death and Dying

2.   Sexuality in the Later Years

3.   Alzheimer's Disease

4.   Sexual Harassment

5.   Rape and Sexual Assault

6.   Mid Life Crisis

7.   Ageism

8.   Alcoholism

9.   Physical Abuse (Adult)

10.   Lesbian and Gay Relationship

11.   Divorce

12.   Domestic violence

13.   Racism

14.   Adult Protection Services

15.   The Gray Panthers

16.   Lesbian and Gay Parents

17.   AIDS

18.   Grandparents as Caregivers

19.   Male Climacteric

20.   Single-Parent Families

21.   Blended Families

22.   Life Expectancy

23.   Stress and Stress Management

24.   Poverty and the Elderly

25.   Nonverbal Communication

26.   Control Theory

27.   The Conflict Perspective

28.   The Functionalist Perspective

29.   The Interactionist Perspective

30.   Empty-Shell Marriages

The "Sandwich" Generation

GUIDELINES FOR ORAL PRESENTATIONS

1. Students should dress professionally. Students should not wear tennis shoes, big earrings, t-shirt, denim (any color), noisy jewelry, caps, scarves, hats, flip flops, mini-skirts, short shorts, tank tops, halter tops, muscle shirts and etc.

2. The topic you selected is very broad. Your task is to narrow it down. Select a specific area to address for this presentation.

3. Your presentation should be at least 5 minutes. Points will be deducted if you do not have 5 minutes or go extremely over 5 minutes.

4. Your power point presentation should include bullets or topics. You should not have your entire presentation for all to see.

5. Note cards are to be used. I do not want to see printouts from the internet with highlighted information.

6. Do not include words on your power point that you cannot pronounce. Points (3) will be deducted for each word not pronounced correctly.

7. The professor must receive a copy of the power point presentation before your present.

8. Please make certain that your saved information is compatible to the power point equipment that is available in the Department of Social Work.   If you have no idea about the compatibility, please contact the secretary prior to your presentation date for assistance. She is located in the social work main office (662- 254-3365).

9. Students who do not present on their assigned date will not be able to present until all others have presented.

10. Please be creative!!!

11. All presentations must have an introduction and conclusion.

12. Be prepared to answer questions!!!

13. If you pass out handouts, you must have one for every student.

I DO NOT GIVE MAKE-UP WORK****

Evaluation Procedures:

Syllabus quiz   50 points
Chapter exams
(including midterm
and final exams 4 @ 100   400 points
Research Paper   100 points
PowerPoint Presentation   100 points
Homepage   50 points
Essays 2@50   100 points

Total   800 points

****Only your best is expected in this class. The total points for this class are 800 points. There will not be a lowering of the point scale. Please refer to the scale below.

Performance Standards/Grading Policy

Students will be evaluated according to class assignments, mid-term, final, and chapter examinations, research paper, PowerPoint presentation.   Students will be expected to complete satisfactorily the assigned activities as listed above. Satisfactory completion includes adequate preparation prior to each class meeting.

The final grade assessed for each student will be determined using the following scales:

900-800=A
799-700=B
699-600=C
599-500=D
Below 500=F

American Disability Act (Special needs policy)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES:

Students will attend class every Wednesday from 2:00 p.m. until 2:50 p.m. in classroom 202 (WSB).

Week I	Review of course syllabus and assignments (**20 minutes**)
Week II	Assigned Reading: Chapter 10: Biological Aspects of Young and Middle Adulthood Young Adulthood Middle Adulthood People Living with AIDS: A Population-at-Risk (**112 minutes**) Syllabus quiz (**10 minutes**)
Week III	Assigned Reading: Chapter 11: Psychological Aspects of Young and Middle Adulthood Intimacy Versus Isolation Generativity Versus Stagnation Peck Theories of Psychological Development Levinson's Theories of Life Structure, Life Eras, and Transitions for Men Maslow's Hierarch of Needs Emotional intelligence Mezzo System Interactions: Nonverbal Communication Choice Theory Intuition Chemical Substance Use and Abuse (**200 minutes**) Submission of Homepage (**60 minutes**)
Week IV	Chapter Exam 1: Chapters 10 and 11 (**50 minutes**) Exam study time (**240 minutes**)
Week V	Submission of Social problem Assignment (**600 minutes**)
Week VI	Assigned Reading**:**

	Chapter 12: Sociological Aspects of Young and Middle Adulthood Interaction in Family Systems: Choosing a Personal Lifestyle Macro Social System Theories Poverty: Impacts of Social and Economic Force Family Mezzo System Problems Assessing and Intervening in Family Systems Social Work with Organizations Value Orientation in Organizational Decision Making Liberal, Conservative, and Developmental Perspectives on Human Service Organizations **(268 minutes)**
Week VII	Mid-Term Exam Exam study time **(240 minutes)** Chapter 12 **(45 minutes)**
Week VIII	Assigned Reading: Chapter 13: Sexual Orientation Homosexuality and Bisexuality Why are Some People Lesbian or Gay Lesbian and Gay Lifestyles Significant Issues and Life Events **(144 minutes)** #1 Essay **(90 minutes)**
Week IX	Assigned Reading: Chapter 14: Biological Aspects of Later Adulthood What is Later Adulthood Diseases and Causes of Death Among Older People Life Expectancy Wellness: The Strengths Perspective **(116 minutes)**
Week X	Chapter Exam 3: Chapters 13 &14 Exam study time **(240 minutes)** **(50 minutes)**

Week XI	Assigned Reading: Chapter 15: Psychological Aspects of Later Adulthood Developmental Tasks of Later Adulthood Theoretical Concepts About Developmental Tasks in Later Adulthood Theories of Successful Aging: The Strengths Perspective The Impact of Life Events on Older People Guidelines for Positive Psychological Preparation for Later Adulthood: The Strengths Perspective Grief Management and Death Education **(116 minutes)** **#2 Essay (90 minutes)**
Week XII	Assigned Reading: Chapter 16: Sociological Aspects of Later Adulthood Older People: A Population-at-Risk Problems Faced by Older People Current Services: Macro System Responses Social Work with Older People Older People: A Powerful Political Force Changing A Macro System: Finding a Social Role for Older People **(96 minutes)** Submission of Social Problem Assignment **(480 minutes)**
Week XIII	Submission of Research Paper **(1,260 minutes)**
Week XIV	Fall Break
Week XV	Submission of Power Point Presentation **(360 minutes**)
Week XVI	Final Exam Chapters 15 &16 Exam study time **(240 minutes)** **(50 minutes)**

Total Hours=5,177

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    New York: Oxford.
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    Universities Press.

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