

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 327	Instructor:	Nicollette Violante, LCSW, CLC
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Semester:	Fall 2022	Office:	3.104A
Meeting Time/Place:	Mondays & Wednesdays	Office Phone:	512-273-7891 – calling and texting is fine.
	11:00am – 12:30pm	Office Hours:	By appointment only
	SSW 2.118		

**Human Behavior and the Social Environment
Writing Flag**

I. STANDARDIZED COURSE DESCRIPTION

This course explores the biopsychosocial-spiritual and cultural functioning of human beings within the context of their environment across the life span using major theories of change as a framework to guide social work practice with individuals, families, groups, organizations, and communities. Students will critically examine the basic principles of several theories of change prior to making selections appropriate for engagement, assessment, intervention, and evaluation in work with clients/client systems.

Students also will apply an understanding of socially constructed concepts incorporating a person-in-environment perspective including racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status. Socially and equitable engagement in services to individuals, families, and communities drives the teaching approach and educational foundation of this course.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Prerequisites: For social work majors, admission to the practice sequence; for others, upper-division standing.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the course, you will be able to:

1. Use evidence-based, culturally-grounded theoretical perspectives, including theories and perspectives developed by Black, Indigenous and other scholars of color, to describe neurobiological, social, cultural, psychological, and spiritual development within the context of the broader environment over the human lifecycle.
2. Apply socially constructed concepts relating to social identity including racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status and other factors contributing to human development within social environments.
3. Analyze basic principles and critiques of various social change theories, perspectives and practices, focusing on engagement, assessment of needs, intervention, and evaluation with individuals, families, groups, organizations and communities, including but not limited to, perspectives of ecological systems theory, strengths-based perspective, critical race theory, social construction theories, racial identity theory, queer-crit theory, lat-crit theory, dis-crit, theories with anti-racism and anti-oppressive focus, psychosocial development, psychodynamic theories, social learning theories, cognitive theories, narrative theories, perspectives on adverse childhood experiences (ACEs) and transtheoretical model of change.
4. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive systems and suggest strategies for change.
5. Apply theories of social change to life situations in an effectively written analysis of an assigned case with consideration of social work values, the impact of social institutions on clients/client systems, and equitable social work practice.
6. Explain the importance of centering clients/communities as experts in their lived experiences.
7. Engage in intentional practices of exploring personal biases and assumptions relating to the intersectionality of identities and celebrate the progress made in this life-long process.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

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

Outcome 6.1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

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

Outcome 7.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Outcome 8.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies.

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

Outcome 9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups.

III. TEACHING METHODS

This class includes a variety of teaching methods such as lectures, videos, guest speakers, and group discussions. Students are expected to come to class prepared to discuss and critique readings of chapters, cases, and other assigned materials prior to each class period.

IV. REQUIRED TEXT AND MATERIALS

Hutchison, E. D. (2018). *Dimensions of human behavior: Person and environment* (6th ed.). Los Angeles, CA: SagePublications.

Texts can be purchased at the University Co-Op, 2246 Guadalupe, <http://www.universitycoop.com>.

Additional readings are listed on the syllabus and will be available on Canvas.

V. COURSE REQUIREMENTS

For all written assignments, you are required to properly cite and reference your sources of information. Any quotation, concept, idea, or piece of information that is taken directly or paraphrased from another source must be properly cited and referenced according to American Psychological Association (APA) guidelines. If you have any questions or are unsure about what constitutes plagiarism, please come see me. I also strongly encourage you to take advantage of the University Writing Center (<http://uwc.utexas.edu/>). All graded assignments will be scored according to a grading rubric. These will be available on Canvas, and I encourage you to reference them in advance of completing the assignment so that you are informed of the criteria you need to meet to achieve your desired grade!

ATTENDANCE AND EXIT TICKETS (10%)

Good participation means good preparation! I will also take attendance every day as part of your grade. See below for policies on excused absences. Additionally, at the end of every class, you will be required to submit a brief one minute reflection for two questions regarding class content

via Canvas. This assignment is meant to quickly capture your individual thinking as you think about and process the day's lessons, in addition to helping me as your instructor clarify or modify lesson plans and content. These are meant to be brief and should take no more than two minutes for both questions. The questions are: 1). In one minute, briefly describe a key take home point from today's lesson 2). In one minute, describe the muddiest point that needs clarity from today's lesson.

CASE ANALYSIS DRAFT SUBMISSIONS (10%)

To help keep everyone on a writing schedule and to be able to provide timely feedback for the case analysis paper, there will be due dates for a draft of each part of your case analysis paper. These drafts are not graded; they are for a completion grade and to give you an opportunity to revise anything prior to the final draft. I will be giving very detailed feedback on your submissions.

“THEORY” GROUP PRESENTATION (30%)

You will have an opportunity to lead a class discussion based on an analysis of one of the theoretical perspectives presented in your textbook (Chapter 2). The class presentation is a group effort, and each group should have no more than three students. The purpose of the presentation is to consider how a given theoretical perspective can assist you in thinking about social work across personal and environmental dimensions. As part of this assignment, you will: 1) collect in-depth, empirical information about the theoretical perspective; 2) prepare a presentation for the class to teach them about your theoretical perspective and its applications to social work; 3) apply your theoretical perspective to a specific current event or issue as a case example and bring in questions to lead class discussion on its application; and 4) develop a handout for the class that explains key components of your theory. Detailed instructions for this assignment will be available on Canvas and presented in class.

EXAMS (20%)

There will be two open-book exams given in this class. Exams will consist of multiple choice, short answer questions, and essays where you will have an opportunity to cover materials from class lectures, discussions/debates, and reading; films are considered equivalent to lecture material. If you are unable to take an exam on the assigned date for any reason other than an emergency, you must notify your professor at least one week in advance of the test date. If you do not, it could result in not taking the exam. On exam days, arrive to class on time. If you arrive late, extra time will not be given for the exam. If you do not take the exam, you may be in jeopardy of not passing the course. Each exam is worth 10% of your grade for total weight of 20%.

CASE ANALYSIS PAPER (30%)

To fulfill the EPAS competencies of 6.1, 7.2, 8.2, and 9.2 this is a common assignment for all sections of HBSE.

The assignment is for students to write a case analysis paper focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. **Students need to choose a case different from cases they may be assessing in other classes.**

The paper will have several parts:

Competency 6/Part 1 and 2:

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

PART ONE Introduction and relevant background information: In the introduction be sure to clearly indicate who you are identifying as the targeted client system, which can be an individual, family, group, organization, or community, and why you chose that system as the client. The introductory background information is to include detailed relevant facts related only to the targeted client system you chose. This is grounded in the case information presented about the client system you chose to focus on in the case and not based on unwritten assumptions, stereotypes, or biased opinions. This information should help explain the behavior of the client system in its social environment.

PART TWO Engagement of the Client in the Case: Use a strengths-based and empowerment theoretical framework to engage the client. It is important to engage the client and develop a relationship so the client will be willing to seek and receive help. Be sure to describe the engagement strategies such as empathy, reflection and interpersonal skills used with the targeted client system in the case. Remember the targeted client system can be an individual, family, group, organization, or community.

Competency 7/Part 3:

7.2) Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

PART THREE Assessment of the Case: In reviewing the case, collect and organize the information data from the case study and describe a single problem that the targeted client system is facing in the case. Demonstrate critical thinking skills in analyzing the assessment of the case. Choose one theoretical framework that guided the assessment of the problem of the targeted client system. Use 3 references/citations of evidence-based, peer-reviewed literature (journal articles) to offer support documentation about the assessments of the problem described. All have to be referred journal articles published later than the year 2000.

Competency 8/Part 4:

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

PART FOUR Intervention Strategies: Develop intervention goals and select appropriate intervention strategies. Describe how the intervention strategies will be implemented. Be sure the problem has its own intervention strategy to address it. Be sure to use a theoretical framework to guide the intervention selection and implementation. Use 3 references of referred journal articles supporting the intervention chosen to address the problem identified and clearly stated in the assessment section of the case.

Competency 9/Part 5:

9.2) Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups

PART FIVE Evaluation of Practice: Select and use appropriate methods to evaluate the interventions selected. Write up how you would know if the intervention you chose was effectively dealing with the problem. In other words, tell how you would know if the intervention is working to address the selected problem. Be sure to use a theoretical framework to guide the evaluation of the intervention selected and implemented.

You are **strongly encouraged** to utilize the University Writing Center for proofreading, editing, and constructive feedback of your case analysis paper.

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

NAMES AND PRONOUNS. At UT, we aim to facilitate advocacy, dialogue, and learning around issues related to gender equity. The ways in which we choose to address one another, through the use of preferred names and pronouns, can be a strategy that fosters an inclusive learning environment. Accordingly, each of us will honor and respect an individual's request to be addressed according to their preferred name, with correct pronunciation, and gender pronoun.

OFFICE HOURS. I strongly encourage you to reach out to me so that I can support your engagement and performance in this course. The best way to do this is to come to office hours. If you have questions about assignments, course content, accessibility accommodations, or academic life (e.g., career trajectory, mentorship), please reach out to me. You do not bother me by coming to office hours – instead, I view it as an opportunity to facilitate your success in this course and as a college student.

PARTICIPATION. You are expected to participate actively in classroom discussions. This means coming to class having completed the readings for that day and bringing your questions and ideas, thoughts, reflections concerning those readings. If class discussion lags, I will not hesitate to call on you to offer your ideas. I also encourage you to bring “additional” sources of

information to share with the class as pertaining to the topic(s) of discussion. This may include sharing information you have learned from other classes, news or pop culture media, or simply relating your own experiences and observations of everyday life. We will be discussing a variety of issues that may hold special significance to students. It is important to discuss ideas in a supportive and respectful manner, acknowledging that others may have different opinions. I encourage you to see things from a different point of view and use feedback from each other to augment your ideas. And while I encourage debate and disagreement as a productive aspect of classroom discussion, all students will be expected to act in a respectful manner towards members of our class at all times at all times. To help foster a productive learning environment, each member of this class should avoid behaviors that are disruptive too the students and the professor. This means:

- Silencing or turning off cell phones before coming to class. If you must keep your cell phone available for emergency purposes, please notify me before class.
- Do not hold side conversations with your classmates at any time during class.
- Students may use laptops to take notes, but are asked to refrain from checking email, going on social media, or engaging in other online activities not related to class content.

Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc., are also unacceptable.

STEP UP/STEP BACK: To allow for even sharing and good discussion, I utilize the facilitation format of *Step Up/ Step Back*. If you are the person who feels very comfortable sharing, take note of how often you are sharing, and consider *stepping back* from discussion to give others a time to share, and take a more listening stance. If you tend to be a quiet participant, take a chance and *step up* with your idea, comments, concerns, and excitement with the class. I will be actively encouraging students to step up or step back.

CHALLENGING MATERIALS AND TRAUMA RESPONSE. Depending on the topic of the week, material in this course might cause a trauma response or be emotionally challenging. Each of us bring our unique personal experiences, making it difficult to know how the course content could affect each one of you. If you anticipate that certain material might lead to a trauma response, please come meet with me so that we can discuss possible strategies to put in place that will allow you to engage in the course to your fullest potential. Sometimes, however, we cannot anticipate what will be challenging to us. To this end, listen to your body and your need. You can always leave class to take a break.

LATE ASSIGNMENTS. It is important to be able to meet deadlines, and there will be 2 pt deducted for every day the assignment has not been turned in. Exit Tickets are due at the end of class, and I provide 5 minutes at the end of class for that to be done. If there are unforeseen circumstances interfering with turning in assignments **please discuss this with me.** I understand that life happens and I am willing to work with you on a solution and extend a deadline if necessary. A conversation goes a long way; please don't hesitate to reach out if you are having trouble meeting a deadline. I am here to support you!

CLASS ATTENDANCE & EXCUSED ABSENCES. Class attendance is required every class period for the entire class time period in order to get credit for attending class that day. Attendance will be taken each class. Students are allowed to have two excused absences due to unforeseen circumstances. Any classes missed beyond the two excused absences will be deducted 1 point per class missed. Any class material missed due to class absence is the student's sole responsibility. If students know that they will have to miss a class, it is advised to notify the professor ahead of time.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for

communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON ACADEMIC INTEGRITY. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or

visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
Aug 22	Course Introduction	Syllabus and HBSE Content	
Aug 24	Human Behavior: A Multidimensional Approach		Hutchinson Chapter 1
Aug 29	Theoretical Perspectives on Human Behavior		Hutchinson Chapter 2
Aug 31	Social Movements		Hutchinson Chapter 14
Sept 5	Labor Day	NO CLASS	
Sept 7	Communities		Hutchinson Chapter 13
Sept 12	Formal Organizations		Hutchinson Chapter 12

Sept 14	Writing Workshop	<i>Case Analysis Part 1 due Bring multiple copies</i>	
Sept 19	Small Groups		Hutchinson Chapter 11
Sept 21	Families		Hutchinson Chapter 10
Sept 26	THEORY PRESENTATIONS		
Sept 28	THEORY PRESENTATIONS		
Oct 3	EXAM #1 OPEN BOOK		
Oct 5	Social Structures and Social Institutions: Global and National		Hutchinson Chapter 9
Oct 10	Cultures		Hutchinson Chapter 8
Oct 12	Writing Workshop	<i>Case Analysis Part 2 due Bring multiple copies</i>	
Oct 17	The Physical Environment		Hutchinson Chapter 7
Oct 19	Writing Workshop	<i>Case Analysis Part 3 due Bring multiple copies</i>	
Oct 24	THEORY PRESENTATIONS		

Oct 26	THEORY PRESENTATIONS		
Oct 31	The Spiritual Person		Hutchinson Chapter 6
Nov 2	Writing Workshop	<i>Case Analysis Part 4 due Bring multiple copies</i>	
Nov 7	The Psychosocial Person		Hutchinson Chapter 5
Nov 9	Writing Workshop	<i>Case Analysis Part 5 due Bring multiple copies</i>	
Nov 14	The Psychological Person		Hutchinson Chapter 4
Nov 16	The Biological Person		Hutchinson Chapter 3
Nov 21	THANKSGIVING BREAK	NO CLASS	
Nov 23	THANKSGIVING BREAK	NO CLASS	
Nov 28		<i>Case Analysis Paper Due</i>	
Nov 30	EXAM #2 OPEN BOOK		
Dec 5	LAST DAY OF CLASS		

X. BIBLIOGRAPHY

Hutchison, E. D. (2018). Dimensions of human behavior: Person and environment (6th ed.). Los Angeles, CA: SagePublications.