

# SW 376 Human Behavior and the Social Environment I: Dimensions of the Person

(HBSE 1)

Online

Fall 2023 – Section 2

## **INSTRUCTOR**

Instructor: Tara Anderson DSW, LCSW, CSAC

Office: Main Campus - Science Building B345

Department of Sociology & Social Work phone: 715-346-2883

- This is a shared mailbox. Messages will be forwarded on weekdays during business hours. Please indicate the message is for me and return call information. To reach me quickest, send an email or Canvas message.

Email: [tanderso@uwsp.edu](mailto:tanderso@uwsp.edu)

*Student Office Hours:* See Canvas for in-person and zoom schedule.

Instructor's Corner: General course questions can be posted in the Instructor's Corner on the Canvas course site.

## **COURSE TECHNOLOGY REQUIREMENTS**

- a stable internet connection
- working webcam for any virtual class days
  - expectation is for cameras to be on during class, use of zoom backgrounds are available online
  - please reach out to the instructor prior to class to problem-solve any tech/camera concerns
- computer microphone and speaker
- contact IT if you need to discuss loaning equipment  
<https://www.uwsp.edu/infotech/Pages/EquipmentLoan/default.aspx>

## **Catalog Description**

Interactions of biological, psychological, psychosocial and spiritual dimensions of human behavior. Integrates multidisciplinary theoretical frameworks, including theories of human development across the life span, to examine the complexity and multiple dimensions of the person and the environment as applied to social work.

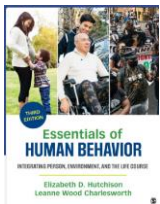
## **Course Description**

This course provides a conceptual framework for organizing and analyzing knowledge of human behavior and the social environment with a focus primarily on individuals and families. Students will develop an understanding of the complex interactions of biological, psychological, spiritual, economic, political, and socio-cultural forces operating at different system levels. Students will further their understanding of physical, cognitive, and psychosocial development across the lifespan. The course integrates HBSE theories and models to examine the complexity and multiple dimensions of the person and the environment. Students examine contemporary challenges and mechanisms of oppression facing individuals, families, organizations, and communities. Social work engagement, assessment, intervention, and evaluation is explored across all dimensions of the person and environment.

Note: SOC/SW 376 is a required course for social work majors.

## **Required Course Materials**

*Text Rental:*



Hutchison, E. D., & Charlesworth, L. W. (2020). *Essentials of Human Behavior* (3rd ed.). SAGE Publications.

Optional E-book for group project resource:



do not print book [around 1300 pages]- you will only use selected chapters

Tyler, S. (2020). *Human Behavior and the Social Environment I*. University of Arkansas Libraries. <https://uark.pressbooks.pub/hbse1/>

Additional readings and multi-media are posted on Canvas. The instructor reserves the right to introduce readings or multi-media, with ample notice, after the semester has begun.

### **Council on Social Work Education Core Competencies**

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

### **Course Objectives**

Students who successfully complete this course will be able to:

1. Engage in critical self-reflection to develop awareness of how personal biases, power, privilege, values, and experiences impacts understanding the complex interactions of biological, psychological, psychosocial, spiritual, and cultural dimensions at different system levels. (Competency 1-9)
2. Engage in critical self-reflection to develop awareness of how personal biases, power, privilege, values, and experiences may influence processes of engagement, assessment, intervention, and evaluation at different system levels. (Competency 1, 3, 6-9)
3. Understand how diversity and intersectionality shape human experiences, identity development and affect equity and inclusion. (Competency 3, 5)
4. Understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge in preparation for evidence informed and culturally responsive engagement, assessment, intervention, and evaluation practices with individuals and families. (Competency 6-9)
5. Recognize major themes of eight different perspectives on human behavior: systems, conflict, exchange and choice, social constructionist, psychodynamic, developmental, behavioral, and humanistic. (Competency 4)
6. Differentiate typical physical, cognitive, & psychosocial development across the lifespan.(Competency 3, 4)

### **UNIVERSITY POLICIES AND PROCEDURES**

#### **First Nation Land Acknowledgement**

We would like to recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



### **Rights and Responsibilities**

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

### **Emergency Procedures**

See UW-Stevens Point Emergency Management Plan at <https://www.uwsp.edu/emergency/Pages/emergency-procedures.aspx> for details.

### **Severe Weather**

In the case of inclement weather, please check your email and Canvas course announcements to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete an alternate assignment. See UWSP's information about severe weather here:

<https://www.uwsp.edu/emergency/Pages/severe-weather.aspx>

### **Policy Related to Sexual Violence on Campus**

UWSP is committed to fostering a safe, productive learning environment. Title IX and school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/DOS/sexualassault/Pages/default.aspx>

### **Equal Access and Disability Accommodations**

If you have a condition that may impact your learning and/or participation in course activities, please contact the Disability Resource Center (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodations are rarely applied retroactively so it is vital that students make timely requests. The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and [drc@uwsp.edu](mailto:drc@uwsp.edu)

### **Academic Integrity**

At UW-Stevens Point and, in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies ([UWSP Chapter 14](#)). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing more serious academic consequences.

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 the workplace. Therefore, AI generated submissions are not permitted and will be treated as plagiarism.

### **Tutoring Learning Center (TLC)**

If you would like some help [make an appointment with a TLC tutor through Navigate](#) or submit writing directly for written feedback to our [Online Writing Lab](#).

## **University Supports**

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

## **Branch Campus Contacts**

Wausau: <https://www.uwsp.edu/wausau/about/Pages/offices.aspx>

Marshfield: <https://www.uwsp.edu/marshfield/about/Pages/offices.aspx>

## **Library Supports**

- Online Chat: [www.uwsp.edu/library/chat](http://www.uwsp.edu/library/chat) Email: [librefd@uwsp.edu](mailto:librefd@uwsp.edu) Text: 715-602-3542
- Personal Research Consultation via Zoom <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>

## **TECHNOLOGY IN THE CLASSROOM**

Students are encouraged to use technology to enhance their learning. UWSP Technology Support:

- Visit with a Student Technology Tutor or seek assistance from IT Service Desk (Formerly HELP Desk)
- IT Service Desk Phone: 715-346-4357 (HELP) or IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

## **Protecting your Data and Privacy**

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the [UWSP IT Service Desk at 715-346-4357](mailto:uwsp@uwsp.edu).

## **PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS**

### **Attendance and Class Participation**

Students are expected to attend class regularly [for online this is regularly engaging in materials and discussions on Canvas], read assigned texts, and watch assigned multimedia. *If students are unable to attend class- notify instructor prior to class. This notification is part of developing our skills in professionalism.* Participation is actively completing assignments, engaging with your peers in group work, being responsible with partner work, and cooperating in creating a supportive, respectful environment. **Regular attendance is part of demonstrating readiness for students who would be applying for internships.**

### **Confidentiality**

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom.

### **Classroom and Canvas Civility and Respect for Diversity**

We will learn to apply self-awareness and self-regulation to identify and manage influences of personal biases and values and show a willingness to learn about diversity. We will communicate using professional, strength based, and person-first language.

### **Written Assignments**

All assignments will be submitted through Canvas on or before the due date unless otherwise specified. All written assignments must adhere to APA guidelines. Please refer to the APA publication manual for additional guidance or utilize the free APA Style Blog: <https://apastyle.apa.org/blog/>

### **Late Work**

Students are expected to integrate their personal and educational lives to complete course work on time and are responsible for reaching out to negotiate alternate due dates, when needed, at least *24 hours* before the due date; however, an extension is not guaranteed.

- Papers (not exams/quizzes) due Sunday at midnight have a grace period until Monday 8 a.m. After 8 a.m. Monday it is considered late if you did not reach out 24 hours in advance for an approved extension. *Reaching out to request an extension is expected and builds professional communication skills needed in the workplace.*
- Late assignments may result in a half letter grade deduction (example A to A-) *per day*.
- No late assignments will be accepted two weeks past their due date and multiple assignment extensions will not be granted. No late quizzes will be accepted as answers are posted.

### **Student Feedback**

Students are encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment, if they desire. The instructor welcomes the opportunity to discuss assignments and/or course content.

### **Social Work Program Academic and Professional Expectations**

The Social Work Program at UWSP takes seriously the responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in further action, such as a developing a plan for improvement or delaying participation in social work field.

<b>SOCIAL WORK CORE VALUE</b>	<b>Students Demonstrate Values when they:</b>
DIGNITY AND WORTH OF THE PERSON	<ul style="list-style-type: none"> <li>• Use basic courtesy in interactions with others</li> <li>• Refrain from behaviors that interfere with the learning process</li> <li>• Speak and behave in ways that show respect for persons with individual differences or members of diverse communities</li> </ul>
IMPORTANCE OF HUMAN RELATIONSHIPS	<ul style="list-style-type: none"> <li>• Develop and maintain positive working relationships with others</li> <li>• Demonstrate respect for others</li> <li>• Engage in effective communication</li> <li>• Accept responsibility for own behavior</li> <li>• Use appropriate problem-solving and conflict resolution skills</li> </ul>
INTEGRITY	<ul style="list-style-type: none"> <li>• Complete their own work</li> <li>• Maintain academic and professional honesty in all interactions</li> </ul>
COMPETENCE	<ul style="list-style-type: none"> <li>• <b>Attend classes and meetings on time</b></li> <li>• Remain attentive in class and meetings</li> <li>• Participate in academic and professional learning activities</li> <li>• <b>Read all assigned materials</b></li> <li>• Produce quality work</li> <li>• <b>Submit work on time</b></li> <li>• Prepare for meetings, presentations, and exams</li> <li>• Respectfully give and receive feedback</li> </ul>
SERVICE	<ul style="list-style-type: none"> <li>• Engage in learning opportunities to strengthen professional development</li> <li>• Actively participate in service opportunities on campus and in the community</li> </ul>
SOCIAL JUSTICE	<ul style="list-style-type: none"> <li>• Recognize that discrimination and oppression exist</li> <li>• Acknowledge their own bias and privilege</li> <li>• Advocate for social, economic, and environmental change</li> <li>• Listen to and honor the voices of others</li> </ul>

## **STUDENT EXPECTATIONS**

In this course you will be expected to complete the following types of tasks.

- Complete online learning activities.
- Complete assigned reading and media (textbook chapters, additional readings/videos in Canvas).
- Submit written assignments in Canvas on time.
- Participate in online class discussions.
- Attend class on time, demonstrating professionalism [in-person].
- Demonstrate ethical and professional behavior aligned with social work values.

## **Course Format**

This is an asynchronous online course. This means there are no scheduled in-person class meetings or virtual class meetings. The instructor will offer several *optional* virtual study sessions for students who would be interested in having time to study concepts together.

*Note: It may be necessary to change parts of this syllabus to adapt to class circumstances. To allow necessary flexibility, Dr. Anderson reserves the right to change this syllabus as she deems necessary. Notice of such changes will be announced on canvas or through email.*

## **Course Requirements**

Online Discussion Boards/Content Activities (13)	65 points
Application Assignments (3) (theory, biological system, lifespan development)	80 points
Case Study Film Analysis Paper - Including Samuel	75 points
Quizzes & Exams	<u>170 points</u>
<b>Total</b>	<b>390 points</b>

## **Grading Scale**

	<u>Percent</u>				
A	=	94-100	C	=	74-77
A-	=	91-93	C-	=	71-73
B+	=	88-90	D+	=	68-70
B	=	84-87	D	=	60-67
B-	=	81-83	F	=	59 and below
C+	=	78-80			

## **ASSIGNMENTS- SEE DETAILED INSTRUCTIONS IN CANVAS**

### *Application Assignments*



#### **Theory Application Paper (30 points, Competency 3-4,6)**

Apply your understanding of one of the 8 theoretical perspectives (Ch 2) and the life course perspective (ch 10) to a provided case study. Include how you would *engage* with the client in your case. *3 pages*.

#### **Biological System Application Short Answer Responses (25 points, Competency 1, 4, 5, 7)**



Using the assigned podcast on a person's lived experience with cystic fibrosis, you will apply your understanding of the biological system, the *assessment, intervention, and evaluation* phase of social

work practice, a theoretical perspective that helps you understand the case, and policy practice to respond to a set of questions on the case.



**Lifespan Development Group Teaching (25 points, Competency 1, 3, 4, 6-8)**

20-25 minute group presentation consists of describing aspects of biopsychosocial *development* during one of the phases of the lifespan.

*Case Study Paper*



**Including Samuel – Case Study Film Analysis Paper (75 points, Competency 1-9)**

In this 5-6 page paper you will examine the interaction between person and environment. Students will watch the documentary film, *Including Samuel*, which focuses on inclusion for a diverse group of people with disabilities. Using individual stories from the film, students will integrate course content to apply a theoretical perspective; *lifespan development* (physical/cognitive/psychosocial); impacts of the *intersectionality* of disability, racism, and oppression in shaping human experiences; implications for *equity* in policies, programs, and behaviors that foster *inclusive* practices; and critical self-reflection of what has impacted your understanding of the person in environment and how that may influence processes of engagement, assessment, intervention, and evaluation.

*Quizzes & Exams*



**Quizzes & Exams (170 points, Competency 1-9)**

There are 7 quizzes (approximately 10 points each) and 2 exams (approximately 50 pts each). They may consist of case studies, multiple choice, true/false, and short answer. *Quizzes open Thursdays and close on Sunday night*. They can be done at any time during those days but are time-limited and can't be opened and gone back to later- once opened will need to finish and submit. You can use the textbook or your notes, but you will not have enough time to look up each answer so you should be prepared and have completed all the learning activities assigned for the week prior to starting the quiz/exam. Students who watch instructor and posted videos, keep up with readings, engage in discussions and participation, will do well on these.

*Online Discussion/Activities*



**Online Discussion Boards/Content Activities: (65 points, Competency 1-9)**

We will use discussion boards to process chapter case studies and critical thinking questions found in the weekly chapters. We will also have assignments in which we apply our understanding of the chapter readings. Some examples include doing a genogram, ecomap, and environmental spatial assessment.


**See Canvas for additional required readings, multimedia links, & full course activities**



## CLASS TOPICS & SCHEDULE

In-Class Modules	Topic	Date	Online Activities	Due Dates/ Notes:
<i>Module 1 Competency 1-9</i>	Topic: Orient to course, phases of social work practice, Multidimensional Framework	9/5-10	<input type="checkbox"/> Read: start Hutchison Ch 1 <input type="checkbox"/> Review course site in Canvas & watch all posted videos	<input type="checkbox"/> Introduction post due Thurs 9/7  <input type="checkbox"/> Application Activity: Sun 9/10 Bronfenbrenner ecological systems model applied to case study 1.1
<i>Module 2 Competency 1,3,4, 6-9</i>	Topic: Multidimensional framework	9/11-17	<input type="checkbox"/> Read/Critical Thinking: Ch 1 <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Review for Quiz 1	<input type="checkbox"/> <b>Quiz 1 – Sun 9/17 (Ch 1)</b>  <input type="checkbox"/> DB: Joshua case study 1.1 due Thurs 9/14
<i>Module 3 Competency 1-9</i>	Topic: Theory	9/18-24	<input type="checkbox"/> Read/Critical Thinking: Ch 2 <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Review for Quiz 2	<input type="checkbox"/> <b>Quiz 2- Sun 9/24 (Ch 2)</b>  <input type="checkbox"/> DB: Maria case study 2.1 due Thurs 9/21
<i>Module 4 Competency 1,3-8</i>	Topic: Life Course Perspective	9/25-10/1	<input type="checkbox"/> Read/Critical Thinking: <b>Ch 10</b> <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Review the 8 theoretical perspectives for paper	<input type="checkbox"/> <b>Case Study 1.1 Theory paper Sunday 10/1</b>  <input type="checkbox"/> DB: Case Study 10.1,2,3 Thurs 9/28
<i>Module 5 Competency 1- 9</i>	Topic: Biological Person, social determinants of health	10/2-8	<input type="checkbox"/> Read/Critical Thinking: Ch 3 <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Watch: biological system videos posted in Canvas <input type="checkbox"/> Listen: Healthy Sick- Outrunning Cystic Fibrosis Interview with Elizabeth Shuman, LCSW  <a href="https://socialworkpodcast.blogspot.com/2014/09/cystic-fibrosis.html">https://socialworkpodcast.blogspot.com/2014/09/cystic-fibrosis.html</a>	<input type="checkbox"/> <b>Biological System Application Short Answer Responses due 10/8 Sunday</b>  <input type="checkbox"/> Discussion Board: Ch 3 case studies due Thursday 10/5
<i>Module 6 Competency 1,3-4,6-9</i>	Topic: Psychological Person – Cognition, Emotion, and Self	10/9-15	<input type="checkbox"/> Read/Critical Thinking: Ch 4 <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Watch: Defense Mechanisms <input type="checkbox"/> Listen: Emotional Intelligence podcast ep. 65 <input type="checkbox"/> Review for Quiz 3	<input type="checkbox"/> <b>Quiz 3 due Sun 10/15 (Ch 4)</b>  <input type="checkbox"/> Application Activity: multiple intelligence, emotional intelligence, coping styles Thurs 10/12
<i>Module 7 Competency 1,3-4, 6-9</i>	Topic: Spiritual Person	10/16-22	<input type="checkbox"/> Read/Critical Thinking: Ch 5 <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Listen: Religion & Spirituality in Social Work Interview with Holly Oxhandler, PhD episode 128  <a href="https://socialworkpodcast.blogspot.com/2020/08/Oxhandler.html">https://socialworkpodcast.blogspot.com/2020/08/Oxhandler.html</a>	<input type="checkbox"/> Application Activity: Religion & Spirituality Implications for Social Work Practice due Sun 10/22



<i>Module 8 Competency 1-9</i>	Topic: Cultures & Physical Environment	10/23-29	<input type="checkbox"/> Read/Critical Thinking: Ch 6 <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Review for Quiz 4 <input type="checkbox"/> Watch: <i>Cracking the Codes</i>	<input type="checkbox"/> <b>Quiz 4 due Sun 10/29 (ch 6)</b> <input type="checkbox"/> Application activity: spatial assessment tool due Thurs 10/26
<i>Module 9 Competency 1,3-9</i>	Topic: Families	10/30-11/5	<input type="checkbox"/> Read/Critical Thinking Questions: Ch 7 <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Practice: genograms & ecomaps <input type="checkbox"/> Watch: <i>Including Samuel</i> <input type="checkbox"/> Group Project Work <input type="checkbox"/> Exam 1	<input type="checkbox"/> <b>Exam 1: module 1-9 due 11/5 Sunday</b> <input type="checkbox"/> <i>Group 1 turn in Ch 11 presentation Fri 11/3</i>
<i>Module 10 Competency 1-9</i>	Topic: Conception, Pregnancy, Childbirth, Infancy	11/6-11/12	<input type="checkbox"/> Read/Critical Thinking Questions: <i>Ch 11</i> <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Group Project Work <input type="checkbox"/> Review for Quiz 5	<input type="checkbox"/> <b>Quiz 5 due 11/12 Sun (Ch 12)</b> <input type="checkbox"/> Discussion Board due Thurs 11/9 <input type="checkbox"/> <i>Group 2 turn in Ch 12 presentation Fri 11/10</i>
<i>Module 11 Competency 1,3-4,6-9</i>	Topic: Toddlerhood/Early childhood	11/13-11/19	<input type="checkbox"/> Read/Critical Thinking Questions: <i>Ch 12</i> <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Group Project Work <input type="checkbox"/> Review for Quiz 6	<input type="checkbox"/> <b>Quiz 6 due 11/19 Sun (ch 12)</b> <input type="checkbox"/> Discussion Board due Thurs 11/16 <input type="checkbox"/> <i>Group 3 turn in Ch 13 presentation Fri 11/17</i>
<i>Module 12 Competency 1,3-4,6-9</i>	Topic: Middle Childhood	11/20-26	<input type="checkbox"/> Read/Critical Thinking Questions: <i>Ch 13</i> <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Group Project Work	<input type="checkbox"/> <i>Thanksgiving Break</i> <input type="checkbox"/>  <i>11/23-26</i> <input type="checkbox"/> Content Activity due <b>Wed 11/22</b> <input type="checkbox"/> <i>Group 4 turn in ch 14 presentation by Wed 11/22</i>
<i>Module 13 Competency 1,3-4,6-9</i>	Topic: Adolescence	11/27-12/3	<input type="checkbox"/> Read/Critical Thinking Questions: <i>Ch 14</i> <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Group Project Work <input type="checkbox"/> Review materials for paper	<input type="checkbox"/> <b>Including Samuel Analysis Paper Sun 12/3</b> <input type="checkbox"/> <i>Group 5 turn in ch 15 presentation Fri 12/1</i>
<i>Module 14 Competency 1,3-4,6-9</i>	Topic: Young & Middle Adulthood	12/4-10	<input type="checkbox"/> Read/Critical Thinking Questions: Ch 15 <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Group Project Work <input type="checkbox"/> Review for Quiz 7	<input type="checkbox"/> <b>Quiz 7 due 12/10 Sun (ch 15)</b> <input type="checkbox"/> DB due Thurs 12/7 <input type="checkbox"/> <i>Group 6 turn in Ch 16 presentation Fri 12/8</i>
<i>Module 15 Competency 1,3-4,6-9</i>	Topic: Late Adulthood	12/11-17	<input type="checkbox"/> Read/Critical Thinking Ch16 <input type="checkbox"/> Key Term Flash Cards <input type="checkbox"/> Review module 10-15 for exam	<input type="checkbox"/> DB due Thurs 12/14
<i>Finals Week of 12/18</i>		Thurs 12/21		<b>Exam 2: Module 10-15</b>