



School of Social Work

SWK 511 Human Behavior in the Social Environment I

Fall, 2016, Schedule

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Office Hours: Tuesday 1-4 (Com), 6-7:30 (Mq); Thursday 8:30-9 (McK), 1-2:30 (Com)

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Overview of Course

Course Description

This foundation course in Human Behavior in the Social Environment is designed to provide foundation students with an understanding of the bio-physical, psychological, and behavioral aspects of human development from before birth through adolescence. Content in this first course covers interactions between individuals, families, and their relationship to the social environment. Systems theory is the underlying context used to underpin all other major theories of individual and family development. Life stages will be considered in diverse frames of reference, e.g. different cultures/ethnicity/races, gender and sexual orientation, poverty, and physical or mental disabilities. In addition to theory, practical skills in parenting, communications, self-esteem and relationship building will be explored. As you know, adults learn differently than children and do not respond well to lecture-only

formats, note learning, or memorization. For that reason, this class will incorporate various learning venues to include group discussion and activities, outside speakers (when available) and audio-visual presentations as much as possible to supplement course assignments and readings.

Course Objective(s)

1. Students will demonstrate in writing and through class participation the formulation of an ecological frame of reference for describing human behavior which is based on foundation of system theory.
2. Students will demonstrate through objective evaluation (exams) basic knowledge of the ecological factors stemming from biological, psychological, and sociological origins that affect the functioning of individuals, families, groups, organization and communities
3. Students will demonstrate through objective evaluation and class participation the ability to synthesize information regarding specific human diversity factors (i.e. memberships in racial and ethnic groups, gender issues, and sexual orientation) which have influence from infancy through adolescence and can affect an individuals' ability to cope with difficulties or changes in his/her environment.
4. Students will demonstrate through class participation, written assignments and objective evaluation an understanding of the relationship between individual growth and development and the larger systems in which it occurs, particularly families, groups, neighborhoods and communities
5. Students will explain multi-determinants of social functioning including biological, psychological, spiritual, and socio-cultural factors that contribute to the make-up of the whole person.

Relationship to Other Courses

This course is an integral part of the foundation sequence in the program. It is the first exposure to systems theory, which is essential to an understanding of the generalist and advanced generalist courses, as well as field practicum courses.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Course content and assessment reflects the following practice behaviors:

2.1.2.2 Recognizes and manages personal values to guide practice

2.1.7.1 Utilize conceptual frameworks to guide the processes

2.1.7.2 Critique and apply knowledge to understand person and environment

Course Structure

Texts and Associated Materials

Required Texts:

Zastrow, C.H. & Kirst-Ashman, K.K. (2007). *Understanding human behavior and the social environment*. 9th ed. Belmont CA: Brooks/Cole-Thomas Learning.

Additional articles and handouts will be given throughout the semester to enhance the students' knowledge base.

Overview of Course Assignments

EXAMINATIONS:

All students are expected to take two examinations: a midterm and final examination. Exam dates are noted on the syllabus Course Outline. The midterm will cover the information from readings, lectures and class discussion prior to the test date. The Final exam will cover the materials in the second half of the course. The exams must be taken as scheduled. There are no make-up exams. ***Each exam is worth 100 points.***

CLASS PARTICIPATION

Over the course of the semester there will be five class activities or opportunities for participation. Each activity will be worth 10 points. A student will receive full credit for active participation and contributing to the subject. *(these are essentially free points simply for being involved in class).*

(50 points)

REACTION PAPER 1: SELF REFLECTION PAPER (100 points)

Reflect upon your life including your experiences from birth through adolescence and your reasons for becoming a social worker. This is not a full self-revelation of all of your life experiences, but look at key factors that led you to this career.

Using the introductory course materials we have read so far (chapter 1), what influenced your life course? Identify, define and apply 4 theories/perspectives and 8 concepts that can help you further understand your previous life stages that brought you to where you are now. Underline the applied concepts and theories.

Explore the concerns/issues you faced as a teenager. Incorporate, as appropriate, any possible impact on culture, ethnicity, race, sexual orientation, physical/cognitive/developmental factors, socio- economic status, spirituality or other aspects of the human condition which impact your worldview.

Paper should be 3-5 pages in length. Minimum of 3 peer reviewed journal references must be included, and APA style must be used in citations and references. The first reaction paper should be written in first person.

REACTION PAPER 2 (beginning of Research Paper): 50

1. Pick a situation significantly different from yourself. Interview and write a case study of a life event on a child or adolescent during one of Erikson's, stages of development (refer to the person as the "subject" or you may make up a fake name with parenthesis around the name for the first use). (20pts).

2. Examine the NASW Code of Ethics that relate to human diversity with regard to the worth and dignity of all persons. (20pts)

3. Please describe in a paragraph your experience interviewing your subject and examining the code of ethics as it related to him/her. (10pts)

4 Format: Third Person. No need for a cover page. Paper should be between 3-5 pages in length, double-spaced using 12-point font – Graded based on spelling, grammar and completion and clarity of each section (# 1, 2 & 3) Your paper should

be organized and should have three distinct headings as instructed in number 1-3. For example you sections could be titled: Case study, NASW Code of Ethics, and Application of Code of Ethics.

ARTICLE REVIEW (50 points)

Find an article in a professional journal about an aspect of childhood or adolescence and/or a psychological theory of development related to your upcoming case study and upcoming research paper. **Note: Readers Digest, People, Psychology Today, etc., do not fit the category of a professional journal.** Write a review of the article. The paper should be approximately 3-4 pages in length and typed, double-spaced. The paper should include three separate sections: reference, summary, and critique.

- The reference should be at the top of the first page and should be in APA style
- A concise summary of the major points, statements, or facts of the article
- The critique should contain how this article relates to your case study and research paper, class readings and discussions and your personal opinion about the article. Include what you think about the author's position and how the article fits in with your personal beliefs. What future research regarding this topic needs to be done or would be helpful.

Quizzes (5 x 10 points each = 50 points)

Six short **unannounced** quizzes will be given at various times during the semester. The quizzes will have 10 multiple choice questions, true or false, and/or matching. Quizzes must be taken within the timeframe given. Each quiz will cover the assigned reading for the week in which the quiz is given. Students will have 15 minutes to take the quiz once they have opened the quiz. Sometimes the quiz will be in class, and sometimes online. If the quiz is taken online you will not be allowed to enter the quiz, leave, and return at a later time to complete the quiz. If the quiz is taken in class and you arrive after the quiz has begun, you will have whatever time remains to complete the exam. There are no makeup quizzes. They must be taken when scheduled. The lowest quiz grade will be dropped, meaning only 5 quizzes will count toward the final grade. You may not use any books or consult any electronic devices during the quiz.

Research Paper (100 points):

A 10-15 page paper to be written utilizing an ecological perspective for analyzing the potential effect of a life event on a child or adolescent during one of Erikson's, stages of

development. References required are 8-10 peer reviewed journal articles, you can use no more than 2 electronic references.

The purpose of this paper is to add to the student's understanding of how Erikson theory and ecological perspective applies to an in-depth analysis of a client. Also it is intended to add to the students' knowledge in assessing the impact of the micro, mezzo and macro levels on client functioning or potential functioning. The text should be focused on the following issues:

Characteristics of the client (e.g. memberships in a racial group, ethnicity, gender age etc). Describe a major event in a client's life.

Select and identify the issues of the stage when the major event occurred.

What will happen if this stage is traumatized? Describe the consequence of pathology for that stage in general terms, and secondly, illustrate how you subject will demonstrate this pathology. How will the trauma event ripple through subsequent stages? While this is speculation, use the subsequent conflicts as described by Erikson to defend your speculation. Also, discuss the relationship of this event and its potential to produce social and economic oppression as well as other continuing risk factors for the individual.

Finally, discuss any specific cultural issues and how these may have impacted the client.

Examples

A five year old African-American child loses a parent in an automobile crash
A thirteen year old witnesses a school shooting at his/her middle school

**** If you would like to do a research paper utilizing a different approach or subject, review with the instructor. Once you have chosen your topic inform the instructor of your subject.

PLEASE NOTE THE FOLLOWING POLICIES:

1. No assignments may be rewritten once they have been graded.
2. Do not ask for individual extra credit. The professor will decide if extra credit will be offered to the ***entire*** class.
3. The professor **does not** read assignments and provide feedback before they are due.
4. One-fourth or more of the grade for all written assignments will be based upon the correct use of the latest edition of the American Psychological Association (APA) style manual for citations and references, as well as the correct use of grammar, spelling, sentence structure, clarity of expression, etc.

5. You must provide correct citations within the body of each paper **when you use any information that you have taken from any source, even if you put the information in your own words.** Then each of the references used in the body of the paper must appear on the reference page, in APA style, at the end of the paper. Failure to cite information taken from other sources may result in a grade of zero on the paper.
6. If you have any problems with eCollege ***contact the Help Desk. Do not contact the professor for help*** since he does not have technical knowledge of eCollege.
7. All assignments are due on the date due at the stated time. Any assignment that fails to meet the time deadline will not be graded, and a grade of zero will be recorded. There are no exceptions to this policy.
8. All assignments must be turned in using a word format. Please do not use PDF or JPEG, etc.

GUIDELINES FOR ALL WRITTEN WORK

Written work for this class must be in APA style using 12-point font. Grading criteria for written work includes: thoroughness, logical development of points, clarity of written expression, and application of scholarly research and appropriateness of information presented as it relates to topic chosen (See Rubrics for Grading Expectations). This is a graduate level course and expectations are considerably higher than those at an undergraduate level. It is important to demonstrate your ability to do research at the library, to critically analyze various positions, comparing and contrasting strengths and weaknesses, and presenting facts in a manner persuading the reader to his/her own conclusions. Citations from course texts, the internet (unless accessing an on-line journal or government document), popular magazines or handouts given by the instructor do not represent scholarly research and should be used sparingly.

Grading Scale

Grading will be done on a contractual, graduated grading scale. Each student will have the opportunity to map out his/her destination by opting for a tract leading to an A or B. The student is to notify the instructor by the third class week of his/her decision. Once a student has made his/her decision, the choice cannot be changed.

A	B
Participation Activities	Participation Activities
Self-Reflection Paper	Self-Reflection Paper
Article Review	Article Review
Mid-Term Exam	Mid-Term Exam
Final Exam	Final Exam
Unannounced Quizzes	Unannounced Quizzes
Research Paper	
Total Possible Points: 600	Total Possible Points: 500
600 to 540 = A	500 to 450 = B

539 to 480 = B	449 to 399 = C
479 to 419 = C	398 to 348 = D
418 to 358 = D	347 and below = F
357 and below = F	

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to to make the best use of their time and talents toward the objectives, which brought them be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
 Gee Llibaray - Room 132
 Phone (903)886-5150 or (903) 886-5853
 Fax 9903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> <u>(class meets</u> <u>1X week)</u>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade</u> <u>drop</u>	<u>4 absences: Class grade of</u> <u>"F"</u>
<i>Bi-Weekly</i> <i>(class meets</i> <i>2X week)</i>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i> <i>6 absences:</i> <i>Class grade</i> <i>of "F"</i>
<i>Summer 10-week</i>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of</i> <i>"F"</i>

Online, Blended and Web Enhanced Classes: Just as students are required to attend

face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book*

at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner.

Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is

essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>)

Students are expected to read and understand the University's Academic Dishonesty Policy.

The Office of the Provost documents and maintains a record of all incidents of academic

dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

Technology Mediate Resources

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT REASONS FOR LACK OF PARTICIPATION.

You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Many courses utilized the learning management system to deliver course content.

Below is information and resources for eCollege

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check
http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader <https://get.adobe.com/reader/>
 - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you.

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. <https://leo.tamuc.edu>

Learner Support

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The Academic Success Center provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy

- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

REFERENCE MATERIAL

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Szuchman, L.T. and Thomlison, B. (2004). Writing with Style: APA style for Social Work. 2nd.ed. Belmont CA: Brooks/Cole

PRINCIPLES AND THEORIES OF DEVELOPMENT

Bandura, A., & Walters, R. H. (1963). Social learning and personality development.

New York: Holt, Rinehart and Winston.

Bee, H., & Mitchell, S. (1980). The developing person: A life-span approach. New York: Harper and Row Publishers.

Erikson, E. H. (1964). Childhood and society. New York: Norton.

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Piaget, J. (1954). *The construction of reality in the child*. New York: Basic Books.

Skinner, B. F. (1953). *Science and human behavior*. New York: Free Press.

INFANT DEVELOPMENT

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*** This bibliography is single-spaced to save paper. It is not in APA format for this reason.**

Course Schedule

Date	Topic	Readings	Assignments
8/30	Introduction to and Overview of Course		Read Syllabus from Start to Finish
9/6	Introduction to Human Behavior and the Social Environment	Chapter 1 in Text	
9/13 ONLINE	Biological Development in Infancy and Childhood	Chapter 2 in Text	
9/20	Psychological Development in Infancy and Childhood	Chapter 3 in Text	
9/27	Social Development in Infancy and Childhood	Chapter 4 in Text	
10/4 ONLINE	Social Development in Infancy & Childhood Cont.	Chapter 4 in Text	
10/11	Ethnocentrism and Racism	Chapter 5 in Text	
10/18 ONLINE	Mid-Term Exam		
10/25	Gender, Gender Identity, Gender Expression, and Sexism	Chapter 9 in Text	
11/1	Gender, Gender Identity, Gender Expression, and Sexism Continued	Chapter 9 in Text	
11/8	Biological Development in Adolescence and Young Adulthood	Chapter 6 in Text	
11/15 ONLINE	Psychological Development in Adolescence and Young Adulthood	Chapter 7 in Text	
11/22	Social Development in Adolescence and Young Adulthood	Chapter 8 in Text	

11/29 ONLINE	Final Exam		
12/6	Closure and Review of Course		