



SWK 322.81B: Human Behavior & the Social Environment

COURSE SYLLABUS

FALL 2024 - Dallas

INSTRUCTOR INFORMATION

Instructor: **Dr. Phillip Ortiz**
Office Location: **Henderson Bldg.**
Office Hours: **By appointment**
University Email: **Phillip.Ortiz@tamuc.edu**
Preferred Form of Communication: **Email**
Communication Response Time: **Within 2 business days**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code for TELUS

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

The syllabus/schedule is subject to change.

Textbook(s) Required:

Zastrow, C. & Kirst-Ashman, K. (2019). Understanding human behavior and the social environment (11th Ed.). Cengage Learning

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

Course Description

This course examines biophysical, psychological, and behavioral domains of human development. Individuals and families, groups and communities interactions with the environment are emphasized during each phase of the life cycle - infancy and early childhood, adolescence, young adulthood, middle adulthood, and the later years. Major theories presented underpin assessment and interventions with individual and family, groups and many vulnerable and disenfranchised populations and the ethical implications for practice. The client systems presented work within the broader context of a systems approach.

Prerequisites: MATH 1342

Required: Concurrent enrollment in SWK 328, 329, and 370. This course is restricted to social work majors and social welfare minors.

Relationship to Other Courses

This course provides students with a theoretical framework for practice with a variety of populations, with a focus on those disenfranchised populations.

STUDENT LEARNING OUTCOMES

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

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educational policy. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 2: Students will engage in diversity and difference in practice.		
Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Weekly assignments, discussion, class activities	Skills, knowledge
Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Disenfranchised Population/community assignment	Knowledge, Values, Skills, Cognitive and Affective Processes
Competency 6: Social Work students will engage with individuals, families, groups, organizations and communities.		
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	the group project/paper/presentation on a disenfranchised population Weekly Assignments, Discussion	Knowledge, skills Knowledge, skills
Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	the group project/paper/presentation on a disenfranchised population	the group project/paper/presentation on a disenfranchised population
Competency 7: Students will Assess Individuals, Families, Groups, Organizations, and Communities.		
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	the group project/paper/presentation on a disenfranchised population	Knowledge, skills

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<p>Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p>	<p>the group project/paper/presentation on a disenfranchised population Erikson paper</p>	<p>Knowledge, skills</p>
<p>Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>	<p>the group project/paper/presentation on a disenfranchised population Erikson paper</p>	<p>Cognitive, affective processes</p>

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.

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3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100% of total points
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Evaluation for the course grade is according to the following formula:

Assessments	Value
Erikson paper	100
Disenfranchised Population/Community/Paper and Presentation	100
D2L Assignments/Discussions/Assessment/Activities	100
Midterm Exam	100
Final Exam	100
Total Possible	500

Social Work Majors only: Grade below 70%: Student must retake the class.

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Assessments

Erikson Paper: Application of Developmental Theory (100pts):

This assignment aims to apply Erikson's theory of development to the adolescent stage of the student's development. The paper should be approximately 3-4 pages in length, in addition to the cover page and reference page. Be sure to do in text citations throughout the paper and cite the text and any other sources of information used on the reference page. The paper should be specific, descriptive, and well organized. The paper must use APA 7th edition and include correct formats for the cover page, in text citations and the reference. Page. The outline and rubric will be available on D2L.

Please use the following outline:

- Introduction (approximately 1/2 page)
 - Purpose of the Paper
- Application of Theory (approximately 2-3 pages)
 - Include a brief overview of Erikson's theory of development.
 - Provide two-three specific examples from your adolescence and early adulthood that exemplify or illustrate Erikson's theory (refer to text).
- Conclusion (approximately 1/2 page)
 - Include conclusions and insights gained from this assignment.

PLEASE DO NOT USE FIRST PERSON **EXCEPT** WHEN DESCRIBING YOUR PERSONAL EXAMPLES FROM YOUR ADOLESCENCE.

Disenfranchised Population/Community/ Group/ Organization Paper and Presentation (100 pts)

This paper and project will expose students to HBSE at the micro, mezzo, and macro levels by using nontraditional disenfranchised populations/organizations/communities within the student's local community. These populations would include those groups that have had their power stripped away, have no voice, live under the whim of others, are void of rights, void of privilege, and are underrepresented many times due to their lifestyle, occupation, religious belief, race, criminal history, or other varying reasons. **Your population will need prior approval. Please make sure to get the instructor's approval before proceeding.**

The instructor will cover the outline and rubric of the course, which is available in D2L. During the class presentations, the students are encouraged to have individuals from the disenfranchised populations in attendance for a Q&A time, recorded interviews, a slide show, or another educational platform. Prior to the group presentations, members are to work collaboratively on the presentation (See Outline and Rubric). The instructor will grade students on their individual paper and contributions to the project/presentation/paper. Group members will have the opportunity to submit an evaluation of the effort of each of their own group members as it relates to the paper and the presentation.

PLEASE DO NOT READ A POWER POINT TO THE CLASS WHEN DOING YOUR PRESENTATION. BE CREATIVE!

D2L Assignments/Worksheets/Discussions/Activities/Assessments: (100 pts)

Students have the opportunity to participate in various ONLINE D2L Activities/Assignments/Discussions/Assessments for a total of 100 points throughout the semester. The activities will include a mixture of experiential activities, graded assessment tools, evaluated discussions, and assignments related to and applicable to the reading required for the course. The Assignments/Worksheets/Activities/Discussions will vary to address students' differing learning styles.

Midterm and Final Exams (100 pts each; 200 points total)

There will be a midterm exam and a final exam consisting of multiple choice, true/false, and short answers.

Due Date Policy

All Assignments are due in D2L by the due date. I will not be able to accept late work.

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times, not meeting deadlines can have an adverse effect on your clients' lives. It can also result in termination of employment. The School of Social Work feels it is good to help you get into the habit of meeting those expectations now

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vs. later. Our goal for each of you is to be successful in this course and the practice setting.

There will be NO MAKE-UP exams offered. You will need to take the exam by the due date in D2L.

Thank you for understanding and your willingness to take the first step toward your own success.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

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: 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.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Ethical Behavior

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

University Code of Conduct

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage (or copy/paste the following URL in your web browser: <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in [“Student Appeal of Instructor Evaluation” - Procedure 13.99.99.R0.05](#).

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)
[Graduate Student Academic Dishonesty Form](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Academic Dishonesty Form](#)

University Rules on Research

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

AI Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)
[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to

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community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

School of Social Work & Council on Social Work Education-Specific Policies

Course Engagement

Final Evaluation and Grade Depend 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. To earn a level of competency within a specific course, students must demonstrate mastery of BOTH content and active engagement.

Mastery of content areas is evidenced by the successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement in each course is the meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment or interviewing for an internship). Within the classroom setting, whether virtual or Face-to-Face (F2F), students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to, participation in live, synchronous virtual classes, attending a F2F course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete each course.

Class Attendance and Participation

Face-to-Face Classes

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll call will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as, be present throughout the entire class meeting. Classroom

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exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet once a week, students can be absent up to 2 times through the semester with no penalty. If **3 absences** occur, the overall grade will be **dropped 1 letter grade**. If **4 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

Online, Web-Enhanced or Blended Classes

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials.

Student Conduct

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

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

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APPENDIX A
Grading Rubrics
Erikson Paper

Introduction			
	A. The purpose of the paper presented fully, professionally and clearly.	5	
	B. Thesis Statement at the end of the introduction paragraph.	5	
Application of Theory			
	A. Include a brief overview of Erikson's theory of development. This area of the paper supported by empirical evidence and cited (Text is ok).	20	
	B. Student provided two-three specific examples from their adolescence and early adulthood that exemplify or illustrate Erikson's theory (refer to text).	25	
	C. Explain how these examples illustrate or exemplify Erikson's Theory of Development	20	
Conclusion			
	A. Summation of the paper and application to social work practice in the present and/or future.	5	
	B. Include conclusions and insights gained from this assignment	5	
APA Format and Citation			
	A. APA style was used accurately: Times New Roman, 12 point, double spaced, page numbers, cover page, reference page	5	
	B. Reference page completed as well as in-text citations	5	
	C. Grammar, writing, and spelling were accurate	5	
	Total:	100	

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APPENDIX B
Grading Rubrics
Disenfranchised Populations/Community Paper & Presentation

Rubric for Disenfranchised Populations/Community Paper			
Introduction			
	A. The purpose of the paper presented fully, professionally and clearly.	5	
	B. Include a detailed description of the community or organization.	10	
	C. Thesis Statement at the end of the introduction paragraph.	5	
Assessment			
	A. Present a detailed assessment of strengths within the chosen population/community	15	
	B. Present a detailed assessment of adversity facing the chosen population/community	15	
Implications for Social Work Practice			
	Discuss a viable plan and implementation strategy to empower the community or population		
	A. Does community or population empowerment include policy changes? If so, give details about the policy.	10	
	B. How would a social worker form new alliances and cooperation between existing groups within the organization or agencies within the community?	10	
	C. How would social workers educate the community or organization members about the empowerment plan?	10	
	D. How will the social worker empower the community or organization to make changes for the better?	10	
Conclusion			
	A. Summation of the paper and application to social work practice in the present and/or future.	5	

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COURSE OUTLINE /CALENDAR

Wk 1	8/27	Review Syllabus, Introductions	
	8/29	Ch. 1 – Introduction to HBSE	
Wk 2	9/3	PART I – INFANCY & CHILDHOOD – Ch. 2 Biological Aspects of Infancy & Childhood	
	9/5	Ch. 3 – Psychological Aspects of Infancy & Childhood	
Wk 3	9/10	Ch. 4 – Sociological Aspects of Infancy & Childhood	BSW STUDENT ASSEMBLY
	9/12		
Wk 4	9/17	Ch. 5 – Ethnocentrism & Racism	
	9/19		
Wk 5	9/24	PART II – ADOLESCENCE Ch. 6 - Biological Aspects of Adolescence	
	9/26		
Wk 6	10/1	Ch. 7 - Psychological Aspects of Adolescence	
	10/3		
Wk 7	10/8	Ch. 8 – Sociological Aspects of Adolescence	
	10/10		
Wk 8	10/15	Ch. 9 – Gender, Identity, Expression	ERIKSON PAPER DUE
	10/17		
Wk 9	10/22	MIDTERM EXAM – Ch. 1 – 8	
	10/24	PART III – YOUNG & MIDDLE ADULTHOOD Ch. 10 – Biological Aspects of Adulthood	
Wk 10	10/29	Ch. 11 - Psychological Aspect of Adulthood	
	10/31		
Wk 11	11/5	Ch. 12 - Sociological Aspects of Adulthood	

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	11/7	Ch. 13 – Sexual Orientation & Gender Identity	
Wk 12	11/12	PART IV – LATER ADULTHOOD Ch. 14 – Biological Aspects of Later Adulthood	
	11/14		Disenfranchised Pop Paper Due
Wk 13	11/19	Ch. 15 - Psychological Aspects of Later Adulthood	
	11/21		
Wk 14	11/26	Ch. 16 – Sociological Aspects of Later Adulthood	
	11/28	THANKSGIVING	
Wk 15	12/3		
	12/5	FINAL EXAM	

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