



# **SWK 361: Issues in Family Treatment**

## **COURSE SYLLABUS:**

### **INSTRUCTOR INFORMATION**

Instructor: Carmen Shurtleff  
Office Location: Online  
Office Hours:  
Office Phone:  
Office Fax:  
University Email Address: Carmen.Shurtleff@etamu.edu  
Preferred Form of Communication: **By Email**  
Communication Response Time: Within 48 business hours

### **COURSE INFORMATION**

#### **MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS**

Textbook(s) Required:

Thomlison, B. (2016). Family assessment handbook: An introduction and practical guide to family assessment (4th ed.). Thomson, Brooks/Cole.

### **COURSE DESCRIPTION**

This elective course provides students with a general overview of the theories, assessments, and interventions involved with helping families. Information includes working with diverse family structures and with families facing divorce, death, domestic violence, and other social problems.

### **STUDENT LEARNING OUTCOMES**

(Should be measurable; observable; use action verbs)

The Council on Social Work Education (CSWE) requires a competency-based approach to identifying and assessing what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the 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.

*The syllabus/schedule are subject to change.*

	Activity/Assessment	Dimension
<b>Competency 1:</b> Students will demonstrate ethical and professional behavior.		
Students will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	the written assignments in the course	Knowledge, Values
Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	the written assignments in the course	Knowledge, Values
<b>Competency 2:</b> 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	Topic Check-in's	Knowledge, Values
Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Topic Check-In's and written papers	Knowledge, Values, Skills, Cognitive and Affective Processes
<b>Competency 7:</b> 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	Written Papers Topic Check-in's	Knowledge, Skills
Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Written Papers, Examinations	Knowledge, Skills

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Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Written papers, Examinations	Knowledge, Skills
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## **COURSE REQUIREMENTS**

### **MINIMAL TECHNICAL SKILLS NEEDED**

In this class, 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 have knowledge and skills in using Microsoft Word, PowerPoint, and Outlook Email; if you have any issues using the various systems or software, you must contact support services and notify the instructor of the problem.

### **Instructional Methods**

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments. Some of these will include 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 or Tips for Success in the Course**

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

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the instructor and peers and 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 the NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings before engaging with the instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can contribute and receive knowledge and skills.

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5. Participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities. This is vital for learning and success in this course and the program.
6. Work ahead when possible, completing assignments before the due date so you are prepared to submit them on the due date.
7. Sign into the D2L course multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product,” as earning this degree requires time, effort, and work, as well as growth in knowledge, skills, abilities, and 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

<b><u>ASSIGNMENT</u></b>	<b><u>Points</u></b>
Exams (3 @ 20 points each)	60 points
Written Assignment (2@ 40 points each)	80 points
Topic Check-Ins (3 @ 20 points each)	60 points
<b>TOTAL POSSIBLE POINTS</b>	<b>200 Points</b>

### **ASSESSMENTS**

#### **DUE DATES:**

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

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As social work students, you will have many deadlines in practice that you will be expected to meet. Many times not meeting deadlines can result in having an adverse effect on your clients' lives. It can also result in termination in employment. The School of Social Work feel it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful not only in this course, but also in the practice setting.

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

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

**ASSIGNMENT:**

1. **Exams/ Quizzes – (3 @ 20 points each)** There are three quizzes throughout the course; each one is worth 10 points (20 questions worth ½ point each). Quizzes are open in the course and must be completed by 11:30 p.m. on the Sunday in the week they are listed. There are no allowances for opening a quiz after it has closed (in order to be completed late). Each quiz is on specific chapters and there are no overlaps. All quizzes are open book, and have extended times. Meaning, I feel that you can learn as much by going back through the material and locating it again, versus memorizing some concept. I still advise you to have notes or to have read the material to reduce flipping through pages to find the answers.
2. **Papers – APPENDIX A & B (2 @ 40 points each)** There will have two written assignments throughout the course on an assigned topic. Each paper is worth 20 points. All assignments are to be APA format with Times New Roman, 12-point font, and double-spaced. The papers much include a cover page and reference page APA. Assignments are submitted to via the corresponding file in D2L for the week they are due. Do not submit them as an email. They must be a document with your last name as part of the file name and they must be a Word document (.doc or .docx extensions). A grading rubric is supplied for each paper so you know exactly what you are being graded on. Note: Points will be deducted for errors in spelling, grammar, and sentence structure. **You must copy and paste the rubric to each of your papers.**
3. **Topic Check-in – (3 @ 20 points each)** There are three Topic Check-Ins throughout the course. They require that you log in for that week and watch the video. For credit for this, you must complete the assignment by uploading **your two-paragraph paper** (totaling a page) after viewing the video and with a one paragraph summary of what the video was about, and a one paragraph summary of your thoughts on what you saw. Please use APA formatting with a cover page, and Times New Roman 12 pt. fonts, double-spaced. Be sure you upload by Sunday at 11:30 pm of the week assigned.

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## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University 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](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](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@etamu.edu](mailto:helpdesk@etamu.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.

### 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>

## STUDENT RESPONSIBILITIES FOR COURSE

### CWID AND PASSWORD

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@etamu.edu](mailto:helpdesk@etamu.edu).

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## **TECHNOLOGY-RELATED ISSUES**

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 ETAMU campus open computer lab, etc.

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## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **MINIMAL TECHNICAL SKILLS NEEDED**

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

### **LEARNING MANAGEMENT SYSTEM (LMS) – D2L**

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

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

### **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 on the [Brightspace Support Webpage](#).

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## **COMMUNICATION AND SUPPORT**

### **INTERACTION WITH INSTRUCTOR STATEMENT**

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

### **INCLUDE THE FOLLOWING IN EMAILS WITH INSTRUCTOR:**

- Course name and subject in the subject line

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- Salutation (Good afternoon, Dr. Jackson)
  - Proper email etiquette (no “text” emails – use proper grammar and punctuation)
  - Student name and CWID after the body of the email (possibly add to student signature on email)
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## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **SYLLABUS CHANGE POLICY**

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

### **STUDENT CONDUCT**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The [Code of Student Conduct](#) is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

### **ETAMU ATTENDANCE**

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

### **ACADEMIC INTEGRITY**

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

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

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## **USE OF ARTIFICIAL INTELLIGENCE**

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

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software 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.

Furthermore, if your work is identified as AI-generated, whether written or paraphrased, I will only grade the portion of the paper that is not identified as AI-generated. For example, if a paper is identified as 75% AI-generated, only 25% of the grade will be awarded.

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

## **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**

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@etamu.edu](mailto:studentdisabilityservices@etamu.edu)

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

## **NONDISCRIMINATION NOTICE**

East Texas A&M University 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.

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## **CAMPUS CONCEALED CARRY STATEMENT**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 ETAMU 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.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **School of Social Work and Council on Social Work Education-Specific Policies**

### **Course Engagement**

*Final Evaluation and Grade depend on Classroom attendance and Participation. Inadequate participation or a 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. Students must demonstrate mastery of content and active engagement to earn competency within a specific course.

Mastery of content areas is evidenced by 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, social work is built upon human interactions and building human relationships, defined as engagement. Engagement is interacting with the instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or 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 Face-to-Face 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 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 complete the course successfully.

### **Student Conduct**

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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*.

### **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 the Department Head. More serious offenses will 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 ethically and professionally. The social worker's compliance with the profession's ethical standards is closely linked with professional recognition. Professional social workers must be competent and ethical in practice if the profession is to maintain public trust. Each social work student must thoroughly understand the ethical principles that guide practice and actively demonstrate behavior in and out of the classroom. Student conduct is to reflect the NASW Code of Ethics tenets (<https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>.

**University Code of Conduct** is in the *Student Guidebook* at

<http://www.ETAMU.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.

### **EAST TEXAS A&M SUPPORTS STUDENTS' MENTAL HEALTH – COUNSELING SERVICES**

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to 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](http://www.tamuc.edu/counsel)

### **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

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available 24/7/365 via chat, phone, or webinar. Scan the QR code or go to [https://studentsupport.telushealth.com/us/about#download\\_app](https://studentsupport.telushealth.com/us/about#download_app) to download the app and explore the resources available to you for guidance and support whenever you need it.



**DEPARTMENT AND ACCREDITING AGENCY STATEMENT:**

**School of Social Work BSW Mission Statement**

East Texas A&M School of Social Work prepares competent generalist practitioners to serve, advocate, and empower.

**Appendix A  
Paper I: Del Sol Rubric  
(Chapter 16 in textbook)**

<b>Points</b>	<b>Consisting of</b>	<b>Which means</b>	<b>Points Awarded</b>	<b>Comments</b>
15	Paper content	You have discussed each of <b>the four</b> questions accurately and informatively. Your paper has good organization and correct headers.		
15	Discussion	Utilizing critical thinking. Meaning have delved into the topics and presented a deeper discussion of the material rather than just short, superficial answers.		
5	Professional Presentation	All grammar, spelling, sentence structure, and punctuation are correct.		
5	Paper format	An assessment template format is used. This paper uses a question/answer format.		
40	Total Points			

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**Appendix B**  
**Paper 2: Fernandez Family**  
**Rubric**  
**(Fernandez Case is located in your textbook)**

Points Possible	Consisting of	For
15	Your assessment has covered the important family issues for treatment as based first on the case and then on added information. Utilize and incorporate information from the text to help you in understanding this family. <b>MUST CITE TWO TIMES from the text.</b>	Content
15	Utilizing critical thinking and based on your assessment, you discuss <b>two interventions</b> that would be appropriate for this family and tell why they are appropriate.	Discussion
5	All grammar, spelling, sentence structure, and punctuation are correct.	Professional Presentation
5	APA including Cover Sheet, Font, Double Space and Reference Page	Format
40	<b>Total points</b>	

**COURSE OUTLINE / CALENDAR**

Week	Zoom Meeting Dates	Readings	Assignment/Activities
<b>Week 1</b>		Syllabus  Chapter 10: Critical and Reflective Thinking	<ul style="list-style-type: none"> <li>• Review of Syllabus and Navigation of Course</li> <li>• Topic Check-in #1</li> </ul>
<b>Week 2</b>		Chapter 1: Family Contexts & Chapter 2: A Framework for Understanding Families	<ul style="list-style-type: none"> <li>• Quiz 1: Chaps 1, 2, 10</li> </ul>
<b>Week 3</b>		Chapter 3: The Family System	<ul style="list-style-type: none"> <li>• Paper #1</li> </ul>
<b>Week 4</b>		Chapter 6: Intergenerational Family Systems	<ul style="list-style-type: none"> <li>• Topic Check-in #2</li> </ul>
<b>Week 5</b>		Chapter 4: Family Assessment	<ul style="list-style-type: none"> <li>• Quiz 2: Chaps 3, 4, 6</li> </ul>

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<b>Week</b>	<b>Zoom Meeting Dates</b>	<b>Readings</b>	<b>Assignment/Activities</b>
<b>Week 6</b>		Chapter 5: Designing Family Interventions	<ul style="list-style-type: none"> <li>• Paper #2</li> </ul>
<b>Week 7</b>		Chapter 8: Cognitive/Behavioral Strategies	<ul style="list-style-type: none"> <li>• Topic Check-in #3</li> </ul>
<b>Week 8</b>		Chapter 9: Assessment/Evaluation	
<b>Week 9</b>		Chapter 7: Family Centered Interventions	<ul style="list-style-type: none"> <li>• Quiz 3: Chaps 5, 7, 9</li> </ul>
<b>Week 10</b>		Semester Wrap Up	

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## COURSE OUTLINE / CALENDAR

Weeks	Class Meetings (Zoom)	Topics & Instructional Materials	Activities, Assignments & Examinations
Week 1	Zoom Meeting at "Meet and Greet	Please begin reading Chapter 9: Gender, Gender Identity, Gender Expression, and Sexism	<ul style="list-style-type: none"><li>• Review Course Syllabus and Expectations</li></ul>

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			<ul style="list-style-type: none"> <li>Participate in the Meet/Greet Zoom Meeting</li> </ul>
Week 1		Chapter 9: Gender, Gender Identity, Gender Expression, and Sexism	<ul style="list-style-type: none"> <li>Chapter 9</li> </ul>
Week 2		Chapter 10: Biological Aspects of Young and Middle Adulthood	<ul style="list-style-type: none"> <li>Chapter 9: Quiz Due: Sunday by 11:30 pm.</li> <li>Read Chapter 10</li> <li>Discussion #1: Respond to the assigned Discussion prompt by 11:30 pm on Wednesday of the week assigned and then to TWO peers between Thursday and Sunday by 11:30 pm. of the same week.</li> </ul>
Week 3	Zoom Meet-Up Topic: Discussion #1 "Transgender Youth" Zoom Meeting	Chapter 11: Psychological Aspects of Young and Middle Adulthood	<ul style="list-style-type: none"> <li>Chapter 10: Quiz Due: Sunday by 11:30 pm.</li> <li></li> </ul>
Week 4		Chapter 12: Sociological Aspects of Young and Middle Adulthood	<ul style="list-style-type: none"> <li>Chapter 11: Quiz Due: Sunday by 11:30 pm.</li> <li>In News #1, Choose a topic from Ch. 9, 10, or 11. Due by 11:30 pm on Sunday</li> </ul>

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Week 5		Chapter 13: Sexual Orientation and Gender Identity	<ul style="list-style-type: none"> <li>Chapter 12: Quiz Due: Sunday by 11:30 pm.</li> </ul>
Week 6		Chapter 13: Sexual Orientation and Gender Identity	<ul style="list-style-type: none"> <li>Read Chapter 13</li> <li>Discussion #2: Respond to the assigned Discussion prompt by 11:30 pm Wednesday of the week assigned and then to <u>TWO</u> peers between Thursday and Sunday by 11:30 pm of the same week.</li> </ul>
Week 7	Zoom Meet Up: Topic: Discussion #2 "The Opioid Epidemic"	Chapter 14: Biological Aspects of Later Adulthood	<ul style="list-style-type: none"> <li>Chapter 13 Quiz Due: Sunday by 11:30 pm.</li> <li>Read Chapter 14</li> </ul>
Week 8		Chapter 15: Psychological Aspects of Later Adulthood	<ul style="list-style-type: none"> <li>Chapter 14: Quiz Due: Sunday by 11:30 pm.</li> <li>In the <u>News #2</u> Ch. 12,13 or 14 Due 11:30 pm on Sunday 4/5</li> </ul>
Week 9		Chapter 16: Sociological Aspects of Later Adulthood	<ul style="list-style-type: none"> <li>Chapter 15: Quiz Due: Sunday by 11:30 pm</li> <li>Cultural Experience <u>Due:</u></li> </ul>

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			Sunday by 11:30 pm
Week 10	ZOOM Meeting: Cultural Experience Presentations by the class on _____		<ul style="list-style-type: none"><li>• Chapter 16: Quiz Due: Friday by 11:30 pm.</li></ul>

*The syllabus/schedule are subject to change.*