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2020

## **Human Behavior and Social Environment II**

North Carolina Agricultural and Technical State University

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## **COURSE SYLLABUS**

College Name: College of Health and Human Sciences  
Department Name: Social Work and Sociology  
Course Name: Human Behavior and Social Environment II

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## **COURSE INFORMATION**

- Course Number/Section: SOWK 315
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

## **INSTRUCTOR CONTACT INFORMATION**

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

*Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.*

*If there's a graduate teaching assistant assigned to work with this course, please include their names also.*

## **STUDENT HOURS**

*These are times students may visit the professor without an appointment to request the assistance they need.*

*NOTE: Students are responsible for reading, understanding, and following the syllabus.*

: AM  / PM  – : AM  / PM

Monday  Tuesday  Wednesday  Thursday  Friday

## **COURSE PREREQUISITES**

SOWK 133, 134, 230 and 285. Acceptance into BSW program.

## **COURSE DESCRIPTION**

This course is the second in a two-course sequence. Students continue to examine empirically based theories and knowledge related to interaction with the environment, within a strengths and empowerment perspective. Building on knowledge gained in SOWK 310 Human Behavior I, the population focused on are young adults, adults and the elderly and their relationships between systems of various sizes (family, groups, communities, and organizations). The emphasis is on theories and knowledge of biological, sociological, cultural, psychological and spiritual and the ways these systems promote or deter people in maintaining or achieving health and well-being.

## **STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)**

*Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.*

*If the course is a General Education Course, the SLO should be listed and labeled as "General Education."*

- SLO 1: Students will obtain enhanced knowledge and skills related to ethical and professional behavior.
- SLO 2: Students will obtain increased awareness of human diversity and become more sensitive to difference and the vast dimensions of diversity in social work practice.
- SLO 3: Students will understand the nature of how theories, models, and/or perspectives are developed through quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.
- SLO 4: Students will understand interconnectedness between the lives of human beings and social policies and the roles the delivery of social services related to the outcomes of social work practice.
- SLO 5: Students will obtain fundamental knowledge and skills of engagement with clients, which is a core component of social work practice.

## **REQUIRED TEXTBOOKS AND MATERIALS**

*Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.*

### **REQUIRED TEXTS:**

Zastrow, C., Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment* (11th ed.). Cengage. ISBN: 9781337556477

### **REQUIRED MATERIALS:**

- Robbins et al. (n.d.). *Human Behavior and Social Environment: The nature of theories*. (pp. 1-24)
- An (2014). *Social work implications of the Family Violence Option. Perspectives on Social Work*, (pp. 26-35).
- Heafner (2014). *An application of Bowen Family Systems Theory. Issues in Mental Health Nursing*, (pp.835-841).

- Alinia M. (2015). *On black feminist thought: Thinking oppression and resistance through intersectional paradigm*. *Ethnic and Racial Studies*, 38(13), (pp. 2334-2340).
- Ponteretto, J. G. (2006). *Brief note on the origins, evolution, and meaning of the qualitative research concept "Thick Description"*. *The Qualitative Report*, 11(3), (pp. 538-549).
- An, S., & Choi, G. (2019). *Is TANF truly accessible and helpful? Victims' experiences with domestic violence screening under the Family Violence Option*. *AFFILIA: Journal of Women and Social Work*, 34(4), (pp. 1-20).
- Erik Erickson (n.d.). *Childhood and Society: eight ages of man* (pp. 247-269).

## **SUGGESTED COURSE MATERIALS**

### **SUGGESTED READINGS/TEXTS:**

- National Association of Social Workers. (NASW). (2015). *Standards and indicators for cultural competency in social work practice*.
- Tervalon, M., & Murray-Garcia, J. (1998). *Cultural humility vs. cultural competence: A critical distinction in defining physician training outcomes in multicultural education*. *Journal of Health Care for the Poor and Underserved*, 9(2), (pp. 117-125)
- Teti, M., Conserve, D., Zhang, N., & Gerkovich, M. (2016). *Another way to talk: Exploring photovoice as a strategy to support safe disclosure among men and women with HIV*. *AIDS Education and Prevention*, 28(1), (pp. 43-58).
- Wilson et al. (2008). *Hair salon staylists as breast cancer prevention lay health advisors for African American and Afro-Caribbean women*. *Journal of Health Care for the Poor and Underserved*, 19(1), (pp. 216-226).
- Kramer, K. (2004/2005). *You cannot die alone: Dr. Elisabeth Kubler-Ross*. *Omega: Journal of Death & Dying*, 50(2), (pp. 83-101)

### **SUGGESTED MATERIALS:**

## GRADING POLICY

### ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

**For GRADUATE COURSES:** See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

### GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Self-Introduction	1	4
Class Participation Assignments	9	36
Talking Point Assignments	4	18
Discussion Participation	3	12
Group Discussion Facilitation	1	10
Project	4	20
Extra credit quiz	1	(5)
<b>Total</b>	<b>23</b>	<b>100%</b>

## COURSE POLICIES

### USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

**Note:** Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

### MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

**For GRADUATE STUDENTS:** See 2019-20 Graduate Catalog p. 54  
**EXTRA CREDIT**

## LATE WORK

## SPECIAL ASSIGNMENTS

**For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)**

**For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)**

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

## CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

## COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at [accessibilityresources@ncat.edu](mailto:accessibilityresources@ncat.edu). Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

**Please note:** Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

## **TITLE IX**

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

## **TECHNICAL SUPPORT**

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

## **FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES**

*If applicable:*

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

## **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## **STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER**

[https://hub.ncat.edu/administration/student-affairs/staff-resources/studen\\_activity\\_travel\\_waiver.pdf](https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf)

## **OTHER POLICIES** (e.g., *Copyright Guidelines, Confidentiality, etc.*)

### **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

### **SEXUAL MISCONDUCT POLICY**

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

<https://www.ncat.edu/registrar/ferpa.php>

## STUDENT COMPLAINT PROCEDURES

<https://www.ncat.edu/current-students/student-complaint-form.php>

## STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin  
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog  
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook  
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**



**For GRADUATE STUDENTS:** Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

**For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)**

## ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.\*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Introduction	<p>ULO 1: To explain the purpose and objectives of this course.</p> <p>ULO 2 : To indicate 3 different categories of assignments in this class.</p> <p>ULO 3: To indicate the course policies and expectations of readings, assignments, attendance and evaluations</p> <p>ULO 4: To indicate what are forthcoming for next week including readings and assignments.</p> <p>ULO 5: To identify how to create a 3-minute self-introduction video</p>	1. <b>Read:</b> Course Syllabus
	Unit 2: Nature of Theory	<p>ULO 1: Evaluate your knowledge on general course policies and expectations.</p> <p>ULO 2: Describe how theories are developed and their strengths and limitations as well as how they are applied to social work practice. (SLO 3)</p>	<p>1. <b>Read Textbook:</b> Robbins et al. (n.d.). <i>Human Behavior and Social Environment: The nature of theories.</i> (pp. 1-24)</p> <p>2. <b>Complete:</b> Extra Credit Quiz</p>
	Unit 3: Generalist	ULO 1: Describe how	1. <b>Read Textbook:</b> An, S., &

	Social Work Model	problems in social work practice are identified and they are intervened at different levels of social work practice called "Generalist Social Work Practice". (SLO 1 – 5)	<p>Choi, G. (2019). <i>Is TANF truly accessible and helpful? Victims' experiences with domestic violence screening under the Family Violence Option</i>. AFFILIA: Journal of Women and Social Work, 34(4),(pp. 1-20).</p> <p>2. <b>Complete:</b> Discussion Board # 1 (ULO 1)</p> <p>3. <b>Complete:</b> Assignment # 1 (ULO 1)</p> <p>4. <b>Complete:</b> Assignment # 2 (ULO 1)</p>
	Unit 4: Systems Theory and Family Systems Theory	<p>ULO 1: Explain components and the related meanings of systems theory and better grasp the generalist social work practice. (SLO 1- 5)</p> <p>ULO 2: Identify components of family systems theory and relate them to family dynamics based on Bowen's family systems theory. (SLO 1- 5)</p> <p>ULO 3: Integrate knowledge that you learn about generalist social work practice and systems theory to family systems theory. (SLO 1- 5)</p>	<p>1. <b>Read Textbook:</b> Heafner (2014). <i>An application of Bowen Family Systems Theory. Issues in Mental Health Nursing, (pp.835-841)</i>.</p> <p>2. <b>Complete:</b> Assignment # 3 (ULO 1 - 3)</p>
	Unit 5: Human Diversity	<p>ULO 1: Appraise the meaning of human diversity. (SLO 1- 5)</p> <p>ULO 2: Analyze the root problems of human diversity related to human rights and justice. (SLO 1- 5)</p> <p>ULO 3: Identify and criticize divergent theories of human diversity related to traditional and black feminism. (SLO 1- 5)</p> <p>ULO 4: Determine the group topic for final Term</p>	<p>1. <b>Read Textbook:</b> An, S., &amp; Choi, G. (2019). <i>Is TANF truly accessible and helpful? Victims' experiences with domestic violence screening under the Family Violence Option</i>. AFFILIA: Journal of Women and Social Work, 34(4),(pp. 1-20).</p> <p>2. <b>Complete:</b> Assignment # 4 (ULO 1 - 5)</p>

		<p>Project. (SLO 1 -5)</p> <p>ULO 5: Critically appraise the evidence of problems related to human diversity, appraise the quality of evidence, and comprehend the practical and policy implications of the evidence through an article critique. (SLO 1 - 5)</p>	
	<p>Unit 6: Critical Perspective Final Term Project: Group topic decision</p>	<p>ULO 1: Explain how to critically think by being given the knowledge of the origin of critical perspective. (SLO 1 - 5)</p> <p>ULO 2: Confirm the Term Project topics from each student/group. (SLO 1 - 5)</p>	<p>1. <b>Read Textbook:</b> Zastrow, C., Kirst-Ashman, K. K., &amp; Hessenauer, S. L. (2019). <i>Understanding human behavior and the social environment</i> (11th ed.). Cengage</p> <p>2. <b>Complete:</b> Assignment # 5 (ULO 1- 2)</p>
	<p>Unit 7: Social Justice</p>	<p>ULO 1: Explain different lenses of social justice including moral and political reasonings. (SLO 1 - 5)</p> <p>ULO 2: Reflect your own social justice stances and how they can impact your practice with clients in the future. (SLO 1 - 5)</p> <p>ULO 3: Comprehend the components of thick description so that you are prepared to write your own thick description for your term project. (SLO 1 - 5)</p>	<p>1. <b>Read Textbook:</b></p> <p>a. Zastrow, C., Kirst-Ashman, K. K., &amp; Hessenauer, S. L. (2019). <i>Understanding human behavior and the social environment</i> (11th ed.). Cengage</p> <p>b. Ponteretto, J. G. (2006). <i>Brief note on the origins, evolution, and meaning of the qualitative research concept "Thick Description". The Qualitative Report</i>, 11(3), (pp. 538-549).</p> <p>2. <b>Complete:</b> Assignment # 6 (ULO 1- 3)</p> <p>3. <b>Complete:</b> Talking Point Assignment # 1 (ULO 1- 3)</p>
	<p>Unit 8: Health and Health Promotion and Discussion Facilitation</p>	<p>ULO 1: Explain diverse problems associated with human health and how to identify the root cause of the problems and delineate evidence-based intervention plan using health promotion lenses. (SLO 1 - 5)</p>	<p>1. <b>Read Textbook:</b> Zastrow, C., Kirst-Ashman, K. K., &amp; Hessenauer, S. L. (2019). <i>Understanding human behavior and the social environment</i> (11th ed.). Cengage</p> <p>2. <b>Complete:</b> Assignment # 7 (ULO 1- 2)</p> <p>3. <b>Complete:</b> Discussion Board</p>

		ULO 2: Facilitate or participate in open discussion on assigned readings. (SLO 1 - 5)	# 1 (ULO 1 – 2)
	Unit 9: Term Project: Observation Day	ULO 1: Complete watching their choice of documentary film related to a group term project topic and complete a thick description. (SLO 1- 5)	<ol style="list-style-type: none"> <li>1. <b>Read Textbook:</b> Ponteretto, J. G. (2006). <i>Brief note on the origins, evolution, and meaning of the qualitative research concept “Thick Description”</i>. <i>The Qualitative Report</i>, 11(3), (pp. 538-549).</li> <li>2. <b>Complete:</b> Talking Point Assignment # 2 (ULO 1)</li> <li>3. <b>Complete:</b> Project # 1 (ULO 1)</li> </ol>
	Unit 10: Stage of Life and Discussion Facilitation	<p>ULO 1: Comprehend a stage theory using Erik Erikson’s stage of life theory and apply it to your life course. (SLO 1- 5)</p> <p>ULO 2: Facilitate or participate in open discussion on assigned readings. (SLO 1- 5)</p>	<ol style="list-style-type: none"> <li>1. <b>Read Textbook:</b> Ponteretto, J. G. (2006). <i>Brief note on the origins, evolution, and meaning of the qualitative research concept “Thick Description”</i>. <i>The Qualitative Report</i>, 11(3), (pp. 538-549).</li> <li>2. <b>Complete:</b> Discussion Board # 2 (ULO 2)</li> <li>3. <b>Complete:</b> Assignment # 8 (ULO 1 – 2)</li> </ol>
	Unit 11: Human Emotions	<p>ULO 1: Understand the role of emotions in building relationships and/or engaging with clients and in accomplishing service goals. (SLO 1- 5)</p> <p>ULO 2: Identify your own emotions and reflect how they can be regulated or coped. (SLO 1- 5)</p>	<ol style="list-style-type: none"> <li>1. <b>Read Textbook:</b> Zastrow, C., Kirst-Ashman, K. K., &amp; Hessenauer, S. L. (2019). <i>Understanding human behavior and the social environment</i> (11th ed.). Cengage</li> <li>2. <b>Complete:</b> Project # 2 (ULO 1- 2)</li> <li>3. <b>Complete:</b> Talking Point Assignment # 3 (ULO 1- 2)</li> </ol>
	Unit 12: Term Project Meeting and Discussion Facilitation	<p>ULO 1: Reflect and critically appraise the collected evidence from both the observation paper and the article critique and meaningfully organize for the final powerpoint presentation of the term project by using the Paulo Fraire’s critical thinking tool. (SLO 1 – 5)</p> <p>ULO 2: Facilitate or</p>	<ol style="list-style-type: none"> <li>1. <b>Read Textbook:</b> Zastrow, C., Kirst-Ashman, K. K., &amp; Hessenauer, S. L. (2019). <i>Understanding human behavior and the social environment</i> (11th ed.). Cengage</li> <li>2. <b>Complete:</b> Project # 3 (ULO 1- 2)</li> <li>3. <b>Complete:</b> Discussion Board #3 ( ULO 1 – 2)</li> </ol>

		participate in open discussion on assigned readings. (SLO 1 – 5)	
	Unit 13: End of Life	<p>ULO 1: Understand biological, psychological, sociological changes in the end of life. (SLO 1 – 5)</p> <p>ULO 2: Understand the nature of dying and the grieving process. (SLO 1 – 5)</p> <p>ULO 3: Express emotions related to death by using a poetic technique. (SLO 1 – 5)</p>	<ol style="list-style-type: none"> <li>1. <b>Read Textbook:</b> Zastrow, C., Kirst-Ashman, K. K., &amp; Hessenauer, S. L. (2019). <i>Understanding human behavior and the social environment</i> (11th ed.). Cengage</li> <li>2. <b>Complete:</b> Talking Point Assignment # 4 (ULO 1- 3)</li> <li>3. <b>Complete:</b> Assignment #9 (ULO 1 – 3)</li> </ol>
	Unit 14: Global Environment and Discussion Facilitation	<p>ULO 1: Understand changing global environment and changing needs of human through the lens of 4th industrial revolution. (SLO 1 – 5)</p> <p>ULO 2: Facilitate or participate in open discussion on assigned readings. (SLO 1 – 5)</p>	<ol style="list-style-type: none"> <li>1. <b>Read Textbook:</b> Zastrow, C., Kirst-Ashman, K. K., &amp; Hessenauer, S. L. (2019). <i>Understanding human behavior and the social environment</i> (11th ed.). Cengage</li> <li>2. <b>Complete:</b> Discussion Board #4 (ULO 1 – 2)</li> <li>3. <b>Complete:</b> Group Discussion (ULO 1 – 2)</li> </ol>
	Unit 15: Term Project Wrap Up	ULO 1: Critically analyze the findings of observation papers and article critiques that your group members have completed, integrate and synthesize the findings in a meaningful way, and effectively present the findings. (SLO 1-5)	<ol style="list-style-type: none"> <li>1. <b>Complete:</b> Project # 4 (ULO 1)</li> </ol>

\* These descriptions and timelines are subject to change at the discretion of the instructor.