

**Theories and Critical Perspectives of Human Behavior and the Social Environment**  
**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**SCHOOL OF SOCIAL WORK**

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**UNIQUE NUMBER:** 64160

**SEMESTER:** SPRING 2014

**MEETING TIME:** THURSDAY 5:30-8:15

**MEETING PLACE:** SSW2.132

**INSTRUCTOR:** GREG JENSEN LCSW, ACSW

**OFFICE NUMBER:** 3.116D

**OFFICE HOURS:** BY APPT.

**EMAIL:** [gjensen@scctx.org](mailto:gjensen@scctx.org)

**I. STANDARDIZED COURSE DESCRIPTION**

This graduate-level course will focus on empirically based theories and conceptual approaches that undergird social work practice and research with individuals and families in social systems. Ecological-systems theory and a lifespan developmental framework will serve as conceptual guideposts for understanding social work's person-in-environment, contextual approach to the reciprocal relationship between human behavior and the social environment. Other traditional and alternative theories are also examined, including Psychodynamic, Cognitive Behavioral, Social Learning, Empowerment, Transpersonal and Feminist. A critical perspective is emphasized to understand (1) theoretical knowledge construction, evaluation and integration, and (2) theoretical relevance to explain the influence and contribution of factors related to race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical/mental ability to human behavior and development. Methodological, empirical, and ethical considerations of contemporary issues (i.e., poverty, privilege, oppression, risk and resiliency) and multi-dimensional aspects of the human experience and change across the lifespan (i.e., biological, psychological, social, cultural and spiritual) will be critically examined.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge about and critically analyze relevant theories of human behavior and development comparing definitional components, philosophical underpinnings, value assumptions, strengths, and limitations (**PB23**);
2. Analyze the reciprocal relationships of human behavior and social systems, and how this interaction influences health and well-being as well as risk and vulnerability (**PB24**);
3. Describe the social construction of theoretical concepts, empirical evidence, gaps in knowledge, and relevant controversies regarding theories of human behavior and development (**PB23**);

4. Analyze the impact of such factors as race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability on risk and resilience, identity development, and human interactions within social systems (**PB24**);
5. Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development (**PB24**);
6. Conduct a scientific review of empirical evidence and theory to address human behavior and development topics (**PB24**).

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

#### **E.P. 2.1.7**

Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

**PB23** -- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

**Objectives:** 1, 3, & 6

**Assignments:** Literature Review, case analyses, case analysis presentation and exams

**PB24** -- Critique and apply knowledge to understand person and environment.

**Objectives:** 2, 4, & 5

**Assignments:** Literature Review, case analyses, case analysis presentation and exams

### **III. TEACHING METHODS**

This course is carefully designed to provide the student with a meaningful learning environment aimed with the educational outcome of a mastery of knowledge and skills in the area of human behavior in the social environment. The instructor believes in an active learning approach, an approach asserting that the learning process is one in which reciprocity between the instructor and student(s) is a necessity. Teaching methods include a combination of group discussion, small group critique and feedback, audiovisual material, case study analysis, readings, experiential exercises, speakers, and informal lecture. Classes are designed to encourage student participation, input and discussion.

#### IV. READINGS

##### Texts

Recommended: American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Recommended: Robbins, Susan, Chatterjee, Pranab & Canda, Edward R. (2012). *Contemporary Human Behavior Theory, A Critical Perspective for Social Work* (3<sup>rd</sup> ed.). Saddle River, NJ: Allyn and Bacon.

Required: Hutchinson, E.D. (2011). *Dimensions of Human Behavior: Person and Environment*. (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publication.

Required: Scales, T. L. & Wolfer, T. A. (2006). *Decision cases for generalist social work practice: Thinking like a social worker*. Belmont, CA: Thompson Brooks/Cole.

The instructor reserves the right to provide and/or assign additional readings to supplement the text. Additional readings will be noted in class.

#### V. COURSE REQUIREMENTS

Your grade for this course will be based upon a Literature Review, 2 case analyses, two exams, a group presentation and weekly in-class assignments/participation. Students are expected to attend all class meetings. Participation is viewed as a necessity for learning through an exchange of information between students and instructor. In order to receive a passing grade, ALL assignments need to be completed and submitted to the instructor on time.

<u>Summary of Assignments</u>	<u>Date Due</u>	<u>Points</u>
Case Analysis #1	Feb. 13	55
Midterm Exam	March 6	85
Case Analysis #2	March 20	55
Case Analysis Presentation (Group Project)	as assigned	100
Literature Review with theory	April 10	125
Final Exam	May 2	50
Participation in class/case presentations (2pts/class) weekly		<u>30</u>
		500

##### 1. Case Study Analyses (110 points total; 55 points each)

Of the 12 case studies available, students will **choose 2 cases** to analyze. Case analyses will be emailed to the instructor and graded. See Below for more specific guidelines. ***Once a case has been presented in class, that case can no longer be submitted as a written case analysis.***

## **2. Mid-term Exam (85 points)**

An examination will be given at mid-semester of the course. This examination will consist of multiple choice, true/false and short answer questions, and reflect material presented in class lectures and group presentations during the first half of the semester, including the questions developed as part of the student group presentations.

## **3. Case Analysis Presentation (100 points)**

In small groups, students will draw upon several theories to critically examine human behavior and development as it applies to a specific case. The assignment will promote critical dialogue and facilitate learning about theoretically grounded knowledge and its implications for micro, meso, and macro dynamics across the lifespan. It will also provide students with the ability to apply theoretical perspectives to various social work case examples. The format is the same as the paper case analysis; however, groups are HIGHLY encouraged to be creative in their presentation of material. Uses of video, role plays, experiential activities are possibilities to make the presentation entertaining, but also present the material well.

## **4. Literature Review Paper with Theory (125 points)**

Students are expected to use critical thinking to complete a scholarly literature review on a selected human development and behavior problem area that may be confronted in social work settings. This paper allows you to examine a specific topic or problem or issue in depth through reviewing what other scholars have written about it. See below for specific guidelines for developing the Review of Literature paper.

## **5. Final Exam (50 points)**

A final examination will be given at the end of the course. This examination will consist of multiple choices, true/false and short answer questions, and reflect material presented in class lectures and group presentations during the last half of the semester, including the questions developed as part of the student group presentations.

## **6. Attendance, Preparation and Contribution (30 points)**

Students are expected to attend all classes, participate meaningfully in class discussion, exercises, and small group activities and assignments. It is important for social workers to be aware of group dynamics including peer groups in which they participate. It is also important to contribute to the group process. The participation grade for this course will depend on your level of attendance, preparation, participation, and contribution. For some, this means learning to speak up, to add comments or to raise questions. For others, it means being sensitive and allowing others to contribute. Each class period that there is a presentation, each student will provide written feedback to the presenters. This feedback will be turned in to the instructor at the end of class and given to the presenting group at the end of class.

## VI. GRADING

### GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

A = 100 – 90 Percent Superior work: The assignment significantly exceeds expectations listed in the syllabus. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., writing coherent, ideas synthesized, discussion well developed).

B = 89 – 80 Percent Good Work: The assignment meets all the requirements and demonstrates evidence of in-depth critical thinking and analysis.

C = 79 – 70 Percent Average Work: The assignment meets the requirements or has minor gaps but lacks evidence of in-depth critical thinking and analysis. Remember, a C- (73 points) or lower is noted as a course failure and will require re-taking the course.

D-failing = 69 Percent and below Poor/failing Work: The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis.

### Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. Show evidence of your own creative and thoughtful analysis. Papers must follow the APA style formatting. Additional criterion and evaluation guidelines are provided at the end of the syllabus for all assignments.

## VII. Class and University Policies

1. **The University of Texas Honor Code.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
2. **Attendance.** It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one or more course grades lower than their final grade when points are totaled.
3. **Late Assignments.** All assignments must be turned in on the due date and must be submitted at the beginning of the class period or emailed to the instructor by the start of the class period in which it is due. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment. Late assignments will result in a deduction of **5%** for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours **PRIOR** to the regularly scheduled due date.

4. **Policy on Scholastic Dishonesty.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).
5. **APA& References.** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper and/or an “F” for the course.
7. **Course Feedback.** Students will have two formal opportunities to evaluate the quality of the course and instruction. Early/midway in the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, utilizing the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.
8. **Professional and Ethical Conduct.** The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism. Discrimination, harassment, and intimidation will not be tolerated. Please do not engage in any behaviors which may distract the instructor or other students during class, including chatting and ringing of cell phones/pagers. During class discussion or group activities, students may share information about their own personal and professional tasks, trials, and triumphs. Please note that each one of us is expected to adhere to the Social Work Code of Ethics by acting responsibly and maintaining confidentiality. Students’ class performance and grades are kept confidential.

- 9. Course Modifications.** Any modifications, amendments, or changes to the syllabus and or assignments are the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in his/her absence.
- 10. Safety.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.
- 11. Documented Disability Statement.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.
- 12. Use of E-Mail for Official Correspondence to Students.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.
- 13. Religious Holidays.** By UT-Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.
- 14. Behavior Concerns Advice Line (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**15. Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**16. Use of Blackboard in Class.** In this class the professor may use Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

**17. Policy on Social Media and Professional Communication.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate



the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

## VIII. COURSE SCHEDULE

<b>DATE</b>	<b>TOPIC&amp; READINGS</b>	<b>CLASS ACTIVITY</b>	<b>ASSIGN. DUE</b>
<b>CLASS #1</b>  <b>1/16</b>	<b>WELCOME</b>  COURSE REVIEW INTRO. TO SOCIAL WORK LITERATURE REVIEW	<b>CLASS INTRODUCTIONS</b>  Review Syllabus Lit. Review Resources	
<b>CLASS #2</b>  <b>1/23</b>	<b>ASPECTS OF HUMAN BEHAVIOR &amp; THEORY</b>  Hutchison Ch. 1,2 Scales & Wolfer Ch.1,2 Robbins Ch. 1	<b>LECTURE AND CLASS DISCUSSION</b>  <b>CASE ACTIVITY OF MCKINLEY FAMILY</b>	
<b>CLASS #3</b>  <b>1/30</b>	<b>PHYSICAL ENVIRONMENT &amp; SOCIAL INSTITUTIONS</b> Hutchison Ch. 7 &9 Scales and Wolfer Case #11	<b>LECTURE AND CLASS DISCUSSION</b>  <b>CASE STUDIES</b>	<b>CLASS CASE ANALYSIS #11 (USE HEADINGS REQUIRED FOR CASE ANALYSIS)</b>
<b>CLASS #4</b>  <b>2/6</b>	<b>CULTURE</b>  Hutchison Ch. 8	<b>LECTURE AND CLASS DISCUSSION</b>  <b>CASE STUDIES</b>	
<b>CLASS #5</b>  <b>2/13</b>	<b>FAMILIES</b>  Hutchison Ch. 10 Scales & Wolfer Case #9	<b>GROUP PRESENTATION OF CASE #9</b>  <b>CASE STUDIES</b>	<b>Case Analysis #1</b>
<b>CLASS #6</b>  <b>2/20</b>	<b>SMALL GROUPS</b>  Hutchison Ch. 11 Scales & Wolfer Case #3	<b>GROUP PRESENTATION OF CASE #3</b>  <b>CASE STUDIES</b>	
<b>CLASS #7</b>  <b>2/27</b>	<b>FORMAL ORGANIZATIONS</b>  Hutchison Ch. 12 Scales & Wolfer Case #4	<b>GROUP PRESENTATION OF CASE #4</b>  <b>CASE STUDIES</b>	
<b>CLASS #8</b>  <b>3/6</b>	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>

<b>3/13</b>	<b>SPRING BREAK</b>	<b>NO CLASS</b>	
<b>CLASS #9</b> <b>3/20</b>	<b>COMMUNITIES</b>  Hutchison Ch. 13 Scales & Wolfer Case #6	<b>GROUP PRESENTATION OF CASE #6</b>  <b>CASE STUDIES</b>	<b>Case Analysis #2</b>
<b>CLASS #10</b> <b>3/27</b>	<b>PHENOMENOLOGY OF PSYCHIATRY</b>  HUTCHISON CH. 3	<b>GUEST LECTURER: KARI WOLF, MD</b> <b>VP Medical Affairs, Seton Shoal Creek Hospital and Director, Seton Mind Institute</b>	
<b>CLASS #11</b> <b>4/3</b>	<b>SOCIAL MOVEMENTS</b>  Hutchison Ch. 14 Scales & Wolfer Case #10	<b>GROUP PRESENTATION OF CASE #10</b>  <b>CASE STUDIES</b>	
<b>CLASS #12</b> <b>4/10</b>	<b>DIMENSIONS OF THE PERSON, SPIRITUALITY</b>  Hutchison Ch. 6 Scales & Wolfer Case #2 Robbins Ch. 13	<b>GROUP PRESENTATION OF CASE #2</b>  <b>CASE STUDIES</b>	<b>Literature Review with Theory</b>
<b>CLASS #13</b> <b>4/17</b>	<b>DIMENSIONS OF THE PERSON, PSYCHOLOGICAL SELF</b>  Hutchison Ch. 4 Robbins Ch. 9, 12		
<b>CLASS #14</b> <b>4/24</b>	<b>DIMENSIONS OF THE PERSON, PSYCHOSOCIAL SELF</b>  Hutchison Ch. 5	<b>FINAL EXAM PREPARATION</b>  <b>HBSE JEOPARDY</b>	
<b>CLASS #14</b> <b>5/2</b>	<b>FINAL EXAM</b>	<b>FINAL</b>  <b>STUDENT EVALUATIONS</b>	<b>FINAL</b>

## LITERATURE REVIEW GUIDELINES (125 POINTS)

- Papers should be no more than 10-12, double-spaced pages not including a reference page and title page. The Reference page must include at least **10** references - you **MUST** include a title page.
- Send your completed paper to Greg Jensen at [gjensen@lscctx.org](mailto:gjensen@lscctx.org) by the designated due date – make sure you receive a reply to assure that it has been successfully received. No hard copies will be accepted.

**Title Page** – student name and title included

### **Introduction to the overall issue/problem area (25 points – about 1 page)**

Provides a clear statement of the issue you are focusing upon, including the importance or significance of the issue to social work.

- a). Establish the focus of the topic – what is the social or clinical problem you are addressing? Define how you plan to organize your review (e.g., which subheadings do you plan to use, etc.)
- b). Might include how many people have the problem or are impacted by the topic area (epidemiology) and how large is this problem (does it have societal cost as well as individual cost?).
- c). Explain the rationale for why this is an important issue to study; what is its significance to social work?

### **Review of the literature (50 points – about 6-7 pages)**

A literature review is a description of relevant research on your topic. It is not simply a summarization of a few studies; the literature must be **synthesized** as it relates to issues or subtopics in your area. Organize the review by subheadings that guide the reader through a logical flow of ideas. When citing literature on your topic, group your references together when they point to a common issue you are discussing. Point out conflicts in the literature. Use the results of studies you are citing to show empirical evidence related to the topic you are discussing. The literature review presents others' ideas; therefore, it is written in third-person. Do not use first person in any part of the literature review. Maintain their own ideas by drawing upon the work of those you have chosen to include in your review with sources that support what you are saying.

- a). **Use at least 10 peer-reviewed articles or chapters of books for your literature review (only 1 website may be used in reference list).**
- b). Use current literature (try to use literature published no earlier than 1990) from peer-reviewed sources.

- c). Only include literature that is relevant to your topic
- d). Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.
- e). Use quotations sparingly (paraphrase) – don't ask rhetorical questions or anecdotal information.
- f). Cite ONLY primary sources; no "as cited by..."

**IDENTIFY A THEORY THAT IS RELEVANT TO YOUR TOPIC AREA AND DISCUSS SPECIFICALLY (30 points -- about 2 pages):**

- a). Describe one specific theory that we have talked about in class this semester. Be detailed about the theory itself, using references of authors who developed the theory (do not just cite the book). Describe some of the major components or concepts that make up the theory.
- b). Describe how that theory can be used to look at the specific issue you have discussed in your Literature Review. Tie the theory into the topic area by showing the linkage between the theory and the topic area. Include how the theory may be used or was used in the literature to more fully understand the issue you are presenting.

**Conclusions (10 points)**

Include at least one or two final paragraphs that sum up the literature and provide the reader with a "take away" point. For example, what do the studies suggest needs to be done next? What does this literature review mean for the field of social work? What are possible implications that you can draw from reviewing the articles you did?

**Writing Style and References (10 points)**

a). Style formatting of citations throughout the paper and reference list must follow *Publication Manual of the American Psychological Association* -- citations must be used appropriately and often. Remember, if you are quoting material exactly, you must put content inside quotations and add page numbers of where that quote can be found.

**CASE STUDY ANALYSIS REQUIREMENTS AND GUIDELINES (55 POINTS EACH)**

Each case analysis should be double-spaced, 12 point font, no more than 7 pages in length (excluding reference page), and must adhere to APA 6<sup>th</sup> edition. Each paper should be supported with a minimum of 5 references (either books or journal articles published after 2000, unless you are citing the original author of a theory or an important historic citation). Please DO NOT use the textbook as one of your references or ANY websites. The case you choose to submit MAY NOT be one that has already been presented in class.

Headings below MUST be used. Send your completed case analysis to Greg Jensen at [gjensen@lscctx.org](mailto:gjensen@lscctx.org) by the designated due date – make sure you receive a reply to assure that it has been successfully received. No hard copies will be accepted.

**Introduction (4 points - 1 page or less):** Briefly identify major elements (i.e., people, setting, situations) in the case.

**Problem Statement (1 point - a paragraph or less):** Give a specific and concisely written formulation of the problem to guide the analysis and problem-solving. Include peer-reviewed literature to support your formulation of the problem.

**Context Analysis – Assessment of the case (15 points - 1-2 pages):** Summarize the various micro, meso, and macro contextual factors (describe the contexts that apply to the case: individual, family, school/employment/environment, peer, community) that created and/or sustain the problem. *Note: There will be some cases where some contexts do not apply, it is only expected that you discuss applicable contexts.* Also summarize internal and external issues that created or sustain the problem. Depending on the system level, these may include: cultural, economic/resource, political/legal, organizational, social, and ethical issues, interpersonal relationships, and intrapsychic and biological conditions. Provide a description of how your contextual analysis is linked to the problem statement. Use peer-reviewed articles to support your connection of the contextual analysis to the problem statement.

**Application of appropriate Theory (10 points – about 1 page):** Identify at least one theory that offers implications for understanding this case and solving the problem. Briefly explain the theory and how it ties to your identified problem.

**Intervention Strategies (10 points - 2-3 pages):** Using peer-reviewed literature related to the problem or area of human behavior in the social environment; identify three possible solutions to the problem. These solutions should be plausible, distinct, and non-contingent (i.e., not interdependent). Briefly note advantages and disadvantages of each possible solution.

**Evaluation of Literature (5 points – 1 page):** Critically evaluate the literature related to the intervention strategies. Describe how the studies were conducted and what the findings were in relation to evaluations of these interventions. Does the research seem to support one type of intervention strategy over another?

**Recommendations (5 points - 1 page):** Of the 3 alternative intervention strategies choose 1 that would be your recommendation. Support this decision by discussing how the peer-reviewed literature leads to this conclusion. Justify your preferred strategy, explaining why you selected that particular strategy and how it best resolves the problem. Describe in detail how the selected strategy will influence human behavior in the social environment. Additionally, briefly explore possible unintended effects of intervening in the problem using the strategy you've identified.

**Writing style, clarity, references in APA, etc. (5 points)**

## **GROUP PRESENTATION OF CASE ANALYSIS (100 POINTS)**

The purpose of presenting your case analysis is to gain experience presenting a case and engaging and describing your opinions to your peers. The presentation will mirror a case meeting that many social workers have at their practice settings. Thus, the entire class will be contributing to the discussion. The goal will be to have the entire class agree on the recommendation for next steps with the case.

Your group will be assigned one case to present. Grades are determined by the entire group's presentation; however, any group member not present for the presentation will receive a zero.

Presentations will last for approximately 35-40 minutes. **The group will address all the components listed for the case analysis write-up.** Presenters will lead the discussion and class members will actively ask questions throughout the presentation and provide feedback to the presentation in terms of implications of the findings of the group. Creativity is HIGHLY encouraged...please make it interesting!

Formulate 2 questions from your presentation that can be included on the final exam. You may present these questions to the class and discuss the answers. Questions must be typed and turned into the instructor at the end of the presentation, with the specific questions and answer key.

## **PEER FEEDBACK ON PRESENTATION OF CASE ANALYSIS**

Presentations will not only be the responsibility of presenters, but class members will be required to read the case before coming to class. In preparation for cases presented in class, complete "STUDENT EVALUATION OF CASE" and turn into the instructor at the beginning of class. This is to demonstrate preparation for the case discussion.

The "Evaluation of Case Presentation" is completed during the presentation. Keep in mind that your feedback will be provided to the case presenters to help them improve their case presentation skills. Your thoughtful and candid feedback is most helpful. Turn in to the instructor at the conclusion of the presentation.

The instructor will review the case summary and feedback from each student. Points for each form will be given based on the thoughtfulness, comprehensiveness, and engagement of feedback given to the presenters (2 points possible each week). Presenters will receive all peer evaluation forms, and the instructors' evaluation at the end of the class in which the presentation was given. Only the instructor will assign points. Immediate feedback helps presenters improve presenting skills.

## STUDENT EVALUATION OF CASE

Student's Name: \_\_\_\_\_

Case # \_\_\_\_\_

**Grade for preparation (section 1), feedback (section 2) & participation:** \_\_\_/2 points

### **Section 1: Case Preparation (completed prior to class):**

**Assessment** (clearly state the core problem presented in the case and describe it within the context of the problem.)

**Theory application** (what theory would seem most useful and why?)

**Intervention Strategies** (Based on your assessment, what would you recommend and why?)

**Evaluation** (How will you know your intervention/strategy for change was effective?)



### Evaluation of Case Presentation (completed during presentation)

Student's Name: \_\_\_\_\_

Case # \_\_\_\_\_

Scale 1 (low)- 5 (high)	<b>PRESENTATION CRITERIA</b> <b>How well did presenters meet the following criteria?</b>
	<b>Introduction:</b> background and summary of relevant details of the case
	<b>Problem statement:</b> clearly states the case's core problem
	<b>Context Analysis – Assessment of the case:</b> Discussion of the case within the context of the problem.
	<b>Application of appropriate Theory:</b> Introduce theory in order to understand the problem area, using empirical support
	<b>Intervention Strategies:</b> Alternative strategies with empirical support to address the problem
	<b>Evaluation of Literature:</b> Discuss the gaps and what empirical literature can tell us about these intervention options
	<b>Recommendations:</b> next steps, which intervention option?
	Organization of presentation and each group member's equal contribution to presentation
	Engagement and involvement of class members in presentation and group's ability to lead discussion
	Creativity of presentation
	Presentation appropriate length (35-40 minutes) and 2 exam questions submitted

Comments to presenters:

**INSTRUCTOR EVALUATION OF CASE ANALYSIS PRESENTATION**

**PRESENTER’S NAMES:**

**Case #** \_\_\_\_\_

<b>POINTS Received</b>	<b>POINTS Possible</b>	<b>PRESENTATION CRITERIA How well did presenters meet the following criteria?</b>
	10	<b>Introduction:</b> background and summary of relevant details of the case
	5	<b>Problem statement:</b> clearly states the core problem presented in the case
	10	<b>Context Analysis – Assessment of the case:</b> Discussion of the case within the context of the problem.
	15	<b>Application of appropriate Theory:</b> Introduce theory in order to understand the problem area, using empirical support
	15	<b>Intervention Strategies:</b> Alternative strategies with empirical support to address the problem
	10	<b>Evaluation of Literature:</b> Discuss the gaps and what empirical literature can tell us about these intervention options
	10	<b>Recommendations:</b> next steps, which intervention option?
	10	Organization of presentation and each group member’s equal contribution to presentation

	5	Engagement and involvement of class members in presentation and group's ability to lead discussion
	5	Creativity of presentation
	5	Presentation appropriate length (35-40 minutes) and 2 exam questions submitted
	<b>100</b>	<b>TOTAL POINTS</b>
		<b>PRESENTATION GRADE</b>

Comments to presenters: