

**THEORIES AND CRITICAL PERSPECTIVES OF HUMAN BEHAVIOR
AND THE SOCIAL ENVIRONMENT
SW 381-R
THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

UNIQUE NUMBER: 61415
SEMESTER: FALL 2017
MEETING TIME: WEDNESDAYS 5:30-8:30 PM
CLASSROOM: SSW 2.112

INSTRUCTOR: ROSALIE AMBROSINO, PHD
OFFICE LOCATION: 3.104A
OFFICE HOURS: WED & TH 3-5 PM
AND BY APPOINTMENT
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I. 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, engagement, assessment, intervention, 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 and 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. 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;
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;
3. Describe the social construction of theoretical concepts, empirical evidence, gaps in knowledge, and relevant controversies regarding theories of human behavior and development;
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;
5. Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development;
6. Conduct a scientific review of empirical evidence and theory to address human behavior and development topics;
7. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies, assess data from clients and constituencies, select and implement interventions with clients and constituencies, and evaluate practice with individuals, families, and groups.

III. METHODS OF INSTRUCTION

This course is designed to provide the student with a meaningful learning environment that will facilitate mastery of knowledge and skills in the area of human behavior in the social environment. The class will be conducted using 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 presentations, case study analyses, readings, experiential exercises, speakers, and informal lecture. Students are expected to be open to learning and actively engaged in class discussion and activities, to take appropriate personal risks, and to demonstrate both critical thinking and self-reflection throughout the course. Classes are designed to encourage student participation, input and discussion.

IV. READINGS

Required Texts and Readings

Gonzales, R. (2016). *Lives in limbo: Undocumented and coming of age in America*. Berkeley, CA: University of California Press.

Hutchison, E.D. (2016). *Essentials of human behavior in the social environment: Integrating person, environment, and the life course* (2nd ed.). Los Angeles: Sage.

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

Selected Readings: Additional readings from other books and journals will also be assigned, and will be available either on UT Canvas or electronically through the UT Library.

V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements (further guidance for class participation and assignments is included in the syllabus appendix):

Student Participation - Attendance and active participation are critical to the teaching and learning in this class. Students are expected to be in class, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them; and “being present” and involved in experiential activities and discussions. Students will also be expected to submit one-page case synopses of those case studies discussed in class that they are not presenting. 10% of final grade

Literature Review Paper – Students are expected to use critical thinking to complete a scholarly literature review on a selected human development/behavior topic that may be confronted in social work settings. This paper allows you to examine a specific topic, problem, or issue in depth by reviewing what other scholars have written about it. 20% of final grade

Case Analysis – This course will be taught using a case study approach. Students will choose one of the following cases from the Scales and Wolfer text to formally analyze and submit as a written assignment. Students will submit this assignment in two parts. They may revise part one based on feedback received and submit it as part of their final case submission. Students may only choose from cases 3, 4, 8, and 12 in the Scales and Wolfer text. 30% of final grade

Group Presentation of Case Analysis – Students will work in small groups to apply several different theories and content from one of the week’s readings to a case example from the Scales and Wolfer text (2006) and share their findings in a 45-minute class presentation and facilitated discussion - 10% of final grade

Exams – Two take-home exams will be given, one at mid-semester and one at the end of the semester. Exams will and focus on application of theory and human behavior content from the text and class sessions. Students will apply theory and course content to a film in the first exam and to the Gonzales book in the second. Exams will be posted one week before they are due with specific page limits required for each response - 15% toward final grade for each exam

In order to receive a passing grade, ALL assignments need to be completed and expectations for class participation met.

Summary of Assignments **Date Due** **Points**

Literature Review	October 4 at 11:59 p.m.	20
Case Analysis (3, 4, 8, or 12)		30
Installment I (Parts 1, 2, and 3)	November 1 at 11:59 p.m.	(15)
Revised Installment I and Installment 2 (Parts 4 and 5)	November 29 at 11:59 p.m.	(15)
Group Presentation of Assigned Case Analysis	Depends on choice of case	10
Mid-term Exam	October 18 at 11:59 p.m.	15
Final Exam	December 8 at 11:59 p.m.	15
Class Participation/ Case Synopses	Synopses due on days of student presentations	10

VI. GRADING

Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. Please note that you will not earn credit for MSSW courses if your final grade falls below a ‘C’. You must earn a ‘C’ or above for credit to be given for the course.

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

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

VII. CLASS POLICIES

Instructor Contact: If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please call or text me at 210-241-0391 (cell) or come to my office hours. You can also send an email to me at rosalie.ambrosino@gmail.com. I check my e-mail and phone messages regularly and will respond as quickly as possible.

Attendance: This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is submitting 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.

Submission of Papers and Late Assignments: Assignments other than the one-page case synopses must be submitted as a word document on Canvas by 11:59 p.m. the day that an assignment is due. Synopses should be brought to class and submitted as soon as the case presentation is completed. All assignments must be turned in on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. 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 unless there is a valid documented reason for not being able to meet this requirement.

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 and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment.

Course Feedback: Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using 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.

Course Modifications: Any modifications, amendments, or changes to the syllabus and/or assignments are at 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 her/his absence; all changes will be published on Canvas.

VIII. UNIVERSITY POLICIES

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.

Professional Conduct and Civility in the Classroom: The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Unanticipated Distress: Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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.

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/>.

Use of Course Materials: The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

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, examination, work assignment, or 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.

Title IX Reporting: In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated

reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

Campus Carry Policy: The University’s policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.

Classroom Confidentiality: Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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 for keeping the university informed about a change of 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>. **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 notify the professor regarding any safety concerns.

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 between 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>.

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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

X. COURSE SCHEDULE

Date	Topics/Content and Class Activities	Readings/Assignments Due
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Class 1 August 30	<ul style="list-style-type: none"> • Introduction and course overview • Establishment of guidelines for class discussion 	<ul style="list-style-type: none"> • Syllabus
Class 2 September 6	<ul style="list-style-type: none"> • A multidimensional approach to human behavior and social work practice • Decision cases • Writing literature reviews 	<ul style="list-style-type: none"> • Hutchison, Chapter 1, Human behavior: A multidimensional approach • Scales & Wolfer, Chapter 1, An introduction to decision cases • DUE: Possible literature review topics and preferred case assignments
Class 3 September 13	<ul style="list-style-type: none"> • Theoretical perspectives on human behavior and the social environment <ul style="list-style-type: none"> ◦ The ecological/systems framework ◦ Integrating theory, research, and practice • Finalization of case presentations and literature review topics 	<ul style="list-style-type: none"> • Hutchison, Chapter 2, Theoretical perspectives... • Scales & Wolfer, Chapter 2, Tips for learning from decision cases • Canvas: Saleebey, The strengths perspective • Canvas: Ambrosino et. al, The ecological/systems framework
Class 4 September 20	<ul style="list-style-type: none"> • Biopsychosocial dimensions <ul style="list-style-type: none"> ◦ Brain-based and biological dimensions ◦ Psychodynamic, cognitive, behavioral, and humanistic perspectives 	<ul style="list-style-type: none"> • Hutchison, Chapter 3, The biological person, and Chapter 4, The psychological person • Scales & Wolfer, Case 1
Class 5 September 27	<ul style="list-style-type: none"> • Spiritual dimensions • The life course perspective • Psychosocial/developmental frameworks and concepts 	<ul style="list-style-type: none"> • Hutchison, Chapter 5, The spiritual person and Chapter 10, The human life journey: The life course perspective
Class 6 October 4	<ul style="list-style-type: none"> • Postmodern views of culture • The natural environment/ecojustice • Theoretical perspectives for understanding families • Diversity • Challenges that impact family life – • Interpersonal violence, poverty, divorce, substance misuse • Group presentation: Case #5 	<ul style="list-style-type: none"> • Hutchison, Chapter 6, Culture and the physical environment and Chapter 7, Families • Scales & Wolfer, Case 5 • DUE: Brief of Case 5 at beginning of class if not presenting case • DUE: Literature review at 11:59 p.m.
Class 7 October 11	<ul style="list-style-type: none"> • Group structure and dynamics • Formal organizations • Communities • Social justice, social structure, and social institutions • Theories of social inequality • Global perspectives • Social movements • Film used as case study for mid-term 	<ul style="list-style-type: none"> • Hutchison, Chapter 8, Small groups, formal organizations, and communities and 9, Social structure, social institutions, and social movements: Global and national • Mid-term posted on Canvas
Class 8	<ul style="list-style-type: none"> • Pre-pregnancy and prenatal development 	<ul style="list-style-type: none"> • Hutchison, Chapter 11, The

October 18	<ul style="list-style-type: none"> • Reproductive rights and family planning <ul style="list-style-type: none"> ○ Disparities and fetal development ○ Health and mental health ○ Adoption 	<p>journey begins: Conception, pregnancy, and infancy</p> <ul style="list-style-type: none"> • Mid-term due at 11:59 p.m.
Class 9 October 25	<ul style="list-style-type: none"> • Development in infancy and early childhood <ul style="list-style-type: none"> ○ Attachment and temperament ○ Gender identity ○ Family and community risks and opportunities 	<ul style="list-style-type: none"> • Hutchison, Chapter 12, Toddlerhood and early childhood
Class 10 November 1	<ul style="list-style-type: none"> • Development in middle childhood <ul style="list-style-type: none"> ○ Family dynamics ○ Peers ○ Educational settings ○ Child maltreatment ○ Development in middle childhood • Group Presentation - Case #9 	<ul style="list-style-type: none"> • Hutchison, Chapter 13, Middle childhood • Garcia, Chapter 1, Contested membership...; 2, Undocumented adults; 3, Childhood... and 4, School... • Scales & Wolfer, Case #9 • DUE: Brief on Case #9 at beginning of class • DUE: Installment I of case assessment at 11:59 p.m.
Class 11 November 8	<ul style="list-style-type: none"> • Development in adolescence <ul style="list-style-type: none"> ○ Identity ○ Relationships ○ Moral development ○ Risks and decision-making 	<ul style="list-style-type: none"> • Hutchison, Chapter 14, Adolescence • Garcia, Chapter 5, Adolescence • Installment I of case assessment returned
Class 12 November 15	<ul style="list-style-type: none"> • Development in early adulthood <ul style="list-style-type: none"> ○ Education, work and career ○ Family and relationships ○ Mental health and health ○ Interpersonal violence ○ Sexism and the wage gap • Group Presentation - Case #11 	<ul style="list-style-type: none"> • Hutchison, Chapter 15, Young and middle adulthood • Garcia, Chapter 6, Early exiters and Chapter 7, College goers • Scales & Wolfer, Case #11 • DUE: Brief on Case # 11 at beginning of class
November 22	THANKSGIVING BREAK	HBSE observations of family/ friends
Class 13 November 29	<ul style="list-style-type: none"> • Development in middle adulthood <ul style="list-style-type: none"> ○ Taking on new roles ○ Mental health and health ○ Myth of midlife crisis • Group Presentation - Case #2 	<ul style="list-style-type: none"> • Garcia, Chapters 8 and 9 • Scales & Wolfer, Case #2 • DUE: Brief on Case # 2 at beginning of class • DUE Final Case Assessment • Final exam posted
Class 14 December 6	<ul style="list-style-type: none"> • Development in late adulthood <ul style="list-style-type: none"> ○ Retirement and income ○ Health and mental health/dementia ○ Loss and grief ○ Elder abuse • Group Presentation - Case #10 Celebration and closure 	<ul style="list-style-type: none"> • Hutchison, Chapter 10, Late adulthood • Scales & Wolfer, Case #10 • DUE: Brief on case #10 at beginning of class • DUE: Final exam Friday, December 8 at 11:59 p.m.

IX. SUGGESTED SOURCES (Not intended to replace your own literature searches)

Adams, K. B., Sanders, S, & Auth, E. (2004). Risk and resilience factors of loneliness and depression in

- residents of independent living retirement communities. *Aging and Mental Health*, 8(6), 465-475.
- Ainsworth, M.D. (1979). Infant-mother attachment. *American Psychologist*, 34(10), 932-937.
- Ambrosino, R.A., Ambrosino, R. J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction* (8th ed.). Boston, MA: Cengage Learning.
- Anderssen, N., Amlie, C., & Ytteroy, E.A. (2005). Outcomes for children with lesbian or gay parents: A review of studies from 1978 to 2000. *Scandinavian Journal of Psychology*, 43, 335-351.
- Applegate, J.S. (2000). Theory as story: A postmodern tale. *Clinical Social Work Journal*, 28(2), 141-153.
- Arber, S. (2003) Gender, marital status and ageing: Linking material, health and social resources. *Journal of Aging Studies*, 18(1), 91-108.
- Atwood, N. C. (2001). Gender bias in families and its clinical implications for women. *Social Work*, 46(1), 23-38.
- Baumrind, D. (2000). Authoritarian vs. authoritative parental control. *Adolescence*, 3(11), 255-272.
- Berk, L.E. (2014). *Development through the lifespan* (6th ed.). Boston: Allyn and Bacon.
- Bermudez, E. (2009, June 21). From homeless to Harvard: Graduate sets sight on success. *Seattle Times*. Retrieved from: http://seattletimes.nwsources.com/html/education/2009364589_harvard21.html.
- Bracken, K. & Olsen, E. (2010, April 30). Bent, not broken. *New York Times*. Retrieved from: <http://www.nytimes.com/2010/05/02/nyregion/02back.html?emc=eta1>.
- Bronfenbrenner Life Course Center at Cornell University, <http://www.human.cornell.edu/che/BLCC/index.cfm>
- Brown, C.S. & Bigler, R.S. (2005). Children's perceptions of discrimination: A developmental model. *Child Development*, 76(3), 533-553.
- Biggerstaff, M. A., Morris, P. M., Nichols-Casebolt, A. (2002). Living on the edge: Examination of people attending food pantries and soup kitchens. *Social Work*, 47(3), 267-277.
- Borowsky, I. W., Ireland, M., Resnick, M. D. (2001). Adolescent suicide attempts: Risk and protectors. *Pediatrics*, 107(3), 485-494.
- Branch, C.W. (2001). The many faces of self: Ego and ethnic identities. *Journal of Genetic Psychology*, 162(4), 412.
- Bui, H. N. (2003). Help-seeking behavior among abused immigrant women: A case of Vietnamese American women. *Violence Against Women*, 9(2), 207-237.
- Burt, J.A., & Mutchler, J. E. (2003). English language skills, ethnic concentration, and household composition: Older Mexican immigrants. *The Journals of Gerontology Series B*, 58, S83-S92.
- Carter, C.S. (2002). Perinatal care for women who are addicted: Implications for empowerment. *Health and Social Work*, 3(27), 166-174.
- Conyers, J. (2007). The 2005 reauthorization of the violence against women act: Why congress acted to expand protections to immigrant victims. *Violence Against Women*, 13(5), 457- 468.
- Davila, M., McFall, S.L., & Cheng, D. (2009). Acculturation and depressive symptoms among pregnant and postpartum Latinas. *Maternal and Child Health Journal*, 13, 318-325.
- Deepak, A.C. (2005). Parenting and the process of migration: Possibilities within South Asian families. *Child Welfare*, 84(5), 585-606.
- Dodge, K.A. & Pettit, G.S. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology*, 39(2), 349-371.
- Dubow, E.F., Huesmann, L.R., & Boxer, P. (2009). A social-cognitive-ecological framework for understanding the impact of exposure to persistent ethnic-political violence on children's psychosocial adjustment. *Clinical Child and Family Psychology Review*, 12(2), 113-126.
- Eamon, M. K. (2001). The effects of poverty on children's socio-emotional development: An ecological systems analysis. *Social Work*, 46(3), 256-266.
- Early, T.J. & Glenmaye, L.F. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work*, 45(2), 118-130.
- Ellickson, P., & McGuigan, K. A. (2002). Early predictors of adolescent violence. *American Journal of Public Health*, 90(1), 566-572.
- Erich, S., Leung, P., Kindle, P., & Carter, S. (2005). Gay and lesbian adoptive families: An exploratory study of family functioning, adoptive child's behavior, and familial support networks. *Journal of Family Social Work*, 9, 17-32.
- Finger, B. Hans, S.L., Bernstein, V.J., & Cox, S.M. (2009). Parent relationship quality and infant-mother attachment.

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APPENDIX
ASSIGNMENT GUIDELINES

1. LITERATURE REVIEW

Must be posted on Canvas no later than October 4 at 11:59 p.m. Counts 20% toward final grade.

Students will be required to complete a literature review research paper that integrates theory on a human behavior-related topic of interest to the student. The objectives of this assignment are:

- To apply critical thinking skills in completion of a scholarly literature review.
- To demonstrate mastery of the use of American Psychological Association (APA) format.
- To review evidence-based literature regarding a topic of interest related to a human development and behavior problem area.
- To relate theory(ies) to a human development and behavior problem area.

Students are expected to use critical thinking to complete the scholarly literature review on a selected human development and behavior problem area. Potential topics for this literature review are due in class on September 6. This assignment allows students to conduct an in-depth examination of a specific topic through a review of what other scholars have written about the problem. Suggested topics might be the impact of trauma on children who have experienced abuse, veterans with PTSD, women experiencing homelessness, welfare reform and its impact on families, substance use experienced by youth, depression among residents of assisted living facilities, identity issues experienced by Latina teens, or barriers to employment experienced by undocumented immigrants. Be sure you frame your literature review as a research question that you want to find an answer to, i.e., What are some effective interventions used to help social workers and other helping professionals avoid burnout? What kinds of immediate supports do survivors of human sex trafficking need when they are first separated from their perpetrators? What interventions are most effective with adult female survivors to reduce the impact of childhood trauma they have experienced?

Students must demonstrate critical thinking skills and mastery of American Psychological Association (APA) style in this paper. Students should analyze and synthesize a minimum of 8 evidence-based, peer reviewed journal articles. The paper should be no more than 10-12 double-spaced pages using Times New Roman 12 point font (not including title or reference list pages), written in APA format. APA style headings and subheadings should be used throughout. At least one theory needs to be reflected in at least one of the 8 journal articles.

Suggested Literature Review Outline

I. Introduction to the overall issue/problem area (suggested length – 1 page)

Provide a clear statement of the issue on which you are focusing, including the importance or significance of the issue to social work.

- a) What is the social or clinical problem you are addressing?
- b) Who are the people involved?
- c) Who are the people impacted and how many people are impacted?
- d) How large or widespread is the problem? (Include demographic and statistical information)
- e) Other relevant information to introduce the reader to the topic
- f) Rationale for why this is an important topic for social workers

II. Review of the literature (suggested length 6-7 pages)

A literature review is a discussion of relevant research on your topic. This is the largest section of your paper and must include a wide variety of literature to support the discussion of the major problem area. It is not simply a summary of a few studies; the literature must be synthesized to focus on issues or subtopics/themes that relate to your research question. For example, you could identify the various factors

that might be associated with your primary target problem and what the research shows in relation to these factors. If your target problem is homelessness experienced by women with children, discussing factors such as interpersonal violence in relation to homelessness would be useful. Make sure you are basing your review on what you find in the literature. Let the literature guide you. Don't make your target problem so extensive (i.e., poverty) that you become overwhelmed by the literature. You may need to find a way to narrow your topic (i.e., poverty experienced by undocumented immigrants). Provide evidence about assessments and interventions relevant to the problems of the client(s) in the case you chose. Be sure your review addresses implications of diversity/cultural competence.

After reviewing the literature, organize your literature review by subheadings that guide the reader through a logical flow of ideas. Keep in mind as you work that your review is not a summary of studies, but a synthesis of ideas. Thus, it is best if you organize your discussion around several themes or content areas that relate to your topic. Group your references together when they point to one of the themes you are discussing rather than a discussion source by source. Point out agreements as well as conflicts in the literature. Use the results of studies you are citing to show empirical evidence related to the topic you are discussing as well as implications of findings. Keep the following guidelines in mind as you complete your review:

- a) The literature review presents others' ideas; therefore, it is written in third-person. Do not use first person (i.e., "I think") in any part of the literature review.
- b) Cite a minimum of 8 evidence-based peer-reviewed articles in your literature review (at least one article must cover theoretical content).
- c). Use current literature (i.e. after 2000) from peer- reviewed sources.
- d). Only include literature that is relevant to your topic. When citing evidence-based research studies, be sure to summarize the sample, methodology, and findings.
- e). Use quotations sparingly but citations often. Paraphrase information from the literature with appropriate references.
- f). Make sure the topics flow logically and move from one point to another with appropriate transitions between paragraphs and headings/subheadings for clarity.

III. Theory (suggested length 1-2 pages)

Include at least one specific theory we have covered in the course this semester that relates to your topic. Be detailed about the theory itself, describing some of the major components or concepts that make up the theory. This section should provide enough of a description of the theory that someone not familiar with it would understand it to some degree. Be sure you have at least one journal article that discusses this theory relevant either to assessment or intervention and the problem(s) discussed in the case you chose.

IV. Conclusion (suggested length – 1-2 pages)

Summarize the literature and provide concluding thoughts on future directions and implications for social work practice in assessments and interventions. What are the implications of your findings for social work, for research, for policy, and for practice? Don't just regurgitate what others have said. This is your opportunity to use your synthesis of findings to come up with your own perspectives and conclusions. Note that you may want to revise your conclusion in your final document, drawing on the theory as well as additional content you have learned about throughout the semester. (Reminder: Use third person language.)

V. Writing Quality and References

- a). Style - Formatting of citations throughout the paper and reference list must follow the *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 (or indent if a long quote) and add page numbers showing where that quote can be found.
- b). Your paper is expected to be professional. Grammar and spelling errors and incoherence in writing that detract from the important points you are trying to make will result in a deduction in points for this

assignment.

Grading of the Literature Review Paper will be based on the following:

- Introduction (10 points)
 - Review of Literature (40 points in final paper)
 - Theory (15 points)
 - Conclusion (15 points)
 - Use of Sources and Relevance to Case (10 points)
 - Writing Quality (10 points)
- Total: 100 Points (will count 20% toward your final grade).

2. CASE ANALYSIS PAPER

This assignment will be submitted in two installments: Installment I must be posted on Canvas no later than November 1 at 11:59 p.m. and counts 15% toward your final grade. Your final analysis, which includes revisions to Installment I and Installment II, must be posted on Canvas no later than November 29 at 11:59 p.m. and counts 15% toward your final grade.

Students are required to complete a written case analysis focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. This is a common assignment for students in all sections of HBSE to assess how well they master competencies 6.1, 7.2, 8.2, and 9.2 of the Council on Social Work Education’s Education Policy and Accreditation Process (EPAS). Results are used to evaluate the School’s curriculum as part of its process to maintain CSWE accreditation. This assignment assesses the following competencies:

CSWE Competency	Mastery Assessed by Completion of
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Parts 1 and 2, submitted in Installment I
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Part 3, submitted in Installment I
8.2 Apply knowledge of human behavior and the social environment, person-in- environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies.	Part 4, submitted in Installment II
9.2 Apply knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups	Part 5, submitted in Installment II

The case analysis paper should be written using one of the following cases in Scales and Wolfer (2006): Case #3, #4, #8, or #12. Students need to choose a case that focuses on issues different than cases they may be assessing in other classes.

This analysis will be submitted in two installments. Installment I must be posted on Canvas no later than **November 1 at 11:59 p.m.** and will count 15% toward your final grade. It will cover parts 1, 2, and 3 of the assignment requirements with a minimum of five sources, cited appropriately in the body of your document and on your reference page.

Your final analysis, which will include any revisions you wish to make on Installment I based on feedback received as, well as Installment II covering parts 4 and 5 of the assignment guidelines, should be submitted as a final document on Canvas no later than **November 29 at 11:59 p.m.** Your final analysis must include a minimum of eight sources (incorporating those from Installment I), cited appropriately in the body of your document and on your reference page. Your final submission will count 15% toward your final grade.

The objectives of this assignment are:

- To apply critical thinking to the problem identification, assessment and intervention planning for a case situation.
- To practice using evidence-based resources to guide case interventions.
- To apply a theoretical framework(s) to a case and presenting problem.
- To gain experience writing a formal case analysis using APA format.

The case analysis should be at least eight full double-spaced, 12 point font, pages in length (excluding title and reference pages) and must adhere to APA 6th edition guidelines. This analysis should be supported with a minimum of eight peer-reviewed, refereed journal articles published after 2000 (unless you are citing the original author of a theory or an important historic citation). Do not more than one website as one of your references unless the reference is a peer reviewed, refereed journal article.

Case Analysis Paper Outline

INSTALLMENT I

Part 1 - Introduction and relevant background information: In the introduction, be sure to indicate clearly who you are identifying as the targeted client system, which can be an individual, family, group, organization, or community, and why you chose that system as the client. The introductory background information is to include detailed relevant facts related only to the targeted client system you chose. This is grounded in the case information presented about the client system in the case study on which you chose to focus, and not based on unwritten assumptions, stereotypes, or biased opinions. This information should help explain the behavior of the client system in its social environment. (Suggested length – 1 page)

Part 2 - Engagement of the Client in the Case: Use a strengths-based and empowerment theoretical framework to engage the client. It is important to engage the client and develop a relationship so the client will be willing to seek and receive help. Be sure to describe the engagement strategies such as empathy, reflection and interpersonal skills used with the targeted client system in the case. Remember the targeted client system can be an individual, family, group, organization, or community. (Suggested length – 1 or 2 paragraphs)

Part 3 - Assessment of the Case: In reviewing the case, collect and organize the information data from the case study and describe a single problem that the targeted client system is facing in the case. Demonstrate critical thinking skills in analyzing the assessment of the case. Choose one theoretical framework that guided your assessment of the problem of the targeted client system. Use 3 references/citations of evidence-based, peer-reviewed literature (journal articles) to offer support documentation of your assessment of the problem described. All have to be referred journal articles published later than the year 2000. (Suggested length 3 ½ pages; assessment and contextual discussion should be about 2-2 1/2 pages; theory discussion should be about 1 page)
Installment I should be submitted on Canvas by 11:59 p.m. on Wednesday, November 1.

INSTALLMENT II

Part 4 - Intervention Strategies: Based on your assessment of the case, develop intervention goals and select appropriate intervention strategies to address the problem(s) you have identified. Describe how the intervention strategies will be implemented. Be sure to use a theoretical framework to guide the intervention selection and implementation. (It can be either the same framework used in your assessment section or a different framework.)

Use 3 references from referred journal articles supporting the intervention chosen to address the problem(s) identified and clearly stated in the assessment section of the case. Strategies should be distinct and feasible/realistic. You must have a theoretical framework to explain why these interventions were selected. One theoretical framework can be used for all intervention strategies. (Suggested length 2-3 pages)

PART 5 - Evaluation of Practice: Select and describe appropriate methods to evaluate the interventions selected. Explain how you would know if the intervention(s) you chose was/were effective in addressing the problem. Be sure to use your selected theoretical framework to guide the evaluation of the intervention selected and implemented. (Suggested length ½ - 1 page)

Grading of the case assessment will be based on the following:

Installment One

- Introduction/background (20 points)
- Targeted client system, problem statement and engagement (20 points)
- Assessment of the case, including use of theory/frameworks and journal articles (40 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

Installment One will count 15% toward your final grade

Final Case Assessment

- Revisions made to installment one (15 points)
- Intervention strategies, including use of theory/frameworks and journal articles (40 points)
- Evaluation (25 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

Your final submission (revised Installment One and Installment Two) will count 15% toward your final grade.

3. CASE ANALYSIS PRESENTATION

The due date for this assignment depends on which case you are presenting (see syllabus). It will count 10% toward your final grade.

Students will be divided into groups, with each group required to lead the case discussion for one case. The objectives of this assignment are:

- To gain experience leading and participating in case conferences/staffings.
- To further skills in assessment and intervention planning used evidence-based resources as guidance.
- To gain experience applying theoretical perspectives to client situations.
- To gain experience leading creative, engaging oral presentations.

Students will sign up for one case analysis presentation based on the selection of possible **Cases 2, 7, 9, 10, or 11**. Based on your top 3 choices, you will be assigned to a group of 4-6 students. Presentations will take place according to the schedule of case discussions that can be found in the syllabus.

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 engage in at their practice settings. Thus, the entire class will be contributing to the discussion.

The goal will be to have the class participate and discuss multiple perspectives on a case analysis related to assessment and intervention. A relevant portion of the assigned readings for the same week of class that the group's presentation takes place should be incorporated into your presentation. Groups should indicate how the readings informed their analysis of the case. The readings may also be incorporated in the interactive discussion of the case

with the class. Groups should speak with the instructor for clarification of which readings to reference.

Your group will be assigned one case to present. Grades are determined by the entire group's presentation. Presentations, including discussion, will last approximately 45 minutes. Presenters will lead the discussion and class members will actively ask questions throughout the presentation and provide feedback to the group presenting the case. Creativity is strongly encouraged, so make your presentation interesting and interactive. You may use PowerPoint slides to ensure that your material is organized and to help guide discussion, role plays, or whatever other approaches the group thinks fit best with the case being presented. Printed or posted handouts are also recommended. Any documents to be posted or printed and a reference list of sources used should be emailed to the instructor at least one day prior to the presentation.

The group presentation needs to cover:

- 1) background information including relevant information about the identified targeted client system
- 2) identification of the presenting problem and how you would engage the targeted client system to develop a working relationship
- 3) assessment, including 3 problems stemming from the presenting problem with a single or multiple theoretical framework(s) to guide the assessments
- 4) interventions for the client system's 3 problems with a single or multiple theoretical framework(s) to guide the interventions
- 5) evaluation strategies for each of the interventions selected to address the 3 problems identified

Each student must orally present a part of the group presentation to receive a grade. Be sure to integrate the literature review of the peer-reviewed journal articles in the assessment and intervention parts of the group presentation. Theoretical frameworks need to be explained regarding why they were chosen and how they are relevant to the case.

Groups will be graded based on the following:

- Introduction (5 points)
 - Background and summary of case
- Problem statement (10 points)
 - Clear statement of core problems
- Assessment (20 points)
 - Discussion and context of the case
 - Use of evidence-based support
 - Application of theory
- Interventions (20 points)
 - Addressed assessed problems
 - Use of evidence-based support
 - Application of theory
 - Explanation of alternative strategies and rationale for interventions selected
- Evaluation (15 points)
 - Addressed all selected interventions
 - Appropriate for identified strategies
 - Goodness of fit with identified theories/frameworks
- Organization (10 points)
 - Use of time by members
 - Balance of presented content and interactive discussion
- Creativity and Engagement (10 points)
 - Creativity demonstrated in presenting information
 - Engagement of and involvement of peers in discussion

- Ability to facilitate discussion
- Integration of Readings and Supportive Materials (10 points)
 - Submitted supportive documents relating to the case including references
 - Applied theoretical and other relevant content from week's readings

Total: 100 points (will contribute 10% toward final grade)

4. CASE SYNOPSES

Students are expected to attend class for all case presentations. You will be expected to complete one case synopsis for each case presented in class by a student group other than the case you are presenting. (Final dates will be negotiated during the second period.) Synopses will be completed using the format posted on Canvas and included here (maximum of one page/not hand-written). They will be submitted to the instructor at the beginning of class on the day of the case presentation. Students will draw on their synopses to actively engage in the discussion about the case. Students will receive grades of check plus, check, and check minus for each case synopsis. These grades will be incorporated into your ten point participation grade for the semester.

STUDENT CASE SYNOPSIS

(Must be typed & completed prior to class for each case presented in class (other than the one presented by your group) and submitted at the beginning of class; this form is also available in a Word document on Canvas)

Student's Name: _____

Case # _____

1. **Identified Client** (Clearly state who the targeted client system is)

2. **Background Information** (Give background information about the targeted client system in the case and explain why you chose that targeted client system)

3. **Engagement:** Describe the strategies/approaches you would use to show how you would engage the targeted client system to build a working relationship.

4. **Assessment and Theory:** Describe how you would assess one problem the client system is facing (Give information stated from the case and tell why you think it is a problem for the targeted client system. What theory would you use to guide assessment of the problem?)

5. **Intervention and Theory:** Describe at least one intervention to address the problem stated. What theory would you use to guide your selection of this intervention?

6. **Evaluation:** Describe the evaluation strategies you would use to tell how the intervention selected is effectively improving the problem.

7. **Questions for Discussion:** Generate two questions that you could ask during the case discussion that would facilitate critical thinking/problem-solving in addressing the issues relating to this case and proposing strategies for intervention.

CHOICE SHEET FOR CASE ANALYSIS PAPER AND GROUP PRESENTATION

Name: _____

Assignment	Choice # 1	Choice # 2	Choice # 3
Case Analysis Paper (case #3, case #4, case #8, or case #12)			
Case Group Presentation (case # 2, case # 7, case # 9, case #10, or case #11)			