

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

COURSE/UNIQUE NUMBER: SW F327 (91990)

SEMESTER: SUMMER 2015

MEETING TIME: M-T-W-TH 2:00PM-4:00PM

MEETING PLACE: SSW 2.118

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OFFICE HOURS: TUES 1- 2 PM AND BY APPT.

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

(Wr [Writing] -- Fulfills the writing flag requirement; Required BSW Course)

I. Course Description

This course explores the biopsychosocial and cultural functioning of human beings across the life span using an ecological-systems lens and major social and developmental theories as a framework to guide the processes of assessment, intervention, and evaluation. The students will gain an understanding of what physical, mental, social and economic justice hazards can adversely impact an individual's growth and development during their lifetime. Emphasis will be placed on examining the ways in which the aforementioned factors interact to influence the health and development of individuals. Frameworks incorporating an eco-systems/developmental perspective, including systems/ecological and psychosocial (life span development) frameworks, are used to conceptualize stages of human growth and development, with a primary focus on adolescence, early adulthood, the middle years, and the aged adult within an intergenerational family context. The impact of the family, social groups, organizations, communities, and society on individuals during these stages of the life span are also discussed. This course emphasizes empirically-based research reflecting a risk and resilience perspective in making client assessments and recommending appropriate interventions. This contributes to a social worker's ability to understand and critically analyze the interactions among individuals, families, groups, organizations, and communities. Students will be able to understand how personal values are reflected in socio-cultural contexts, such as culture, race and ethnicity, gender, sexual orientation, age, class, and religion, and how they can influence human behavior. Increasing access to resources, reducing risks, and considering ethical dilemmas involved in dealing with human behavior are also considered.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

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. **(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. **(PB23)**

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.

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

Objectives 1, 3 and 6

Assignment: Literature Review paper, Case analysis, Case analysis presentations, exams

PB24 Critique and apply knowledge to understand person and environment.

Objectives 2, 4 and 5

Assignment: Literature Review Paper, Case analysis, Case analysis presentations, exams

III. Teaching Methods

This class is conducted in an active learning approach using a variety of teaching methods such as lectures, videos, guest speakers, and group discussions. Students are expected to complete assigned readings of chapters and cases prior to each class period. Class instruction is designed to encourage student participation and input.

IV. Required Readings

Required Textbooks:

- Vaughn, M.G., DeLisi, M., & Matto, H.C. (2014). *Human behavior: A cell to society approach*. Hoboken, NJ: John Wiley & Sons.
- Scales, T. L., & Wolfer, T. A. (2006). *Decision cases for generalist social work practice: Thinking like a social worker*. Thompson: Brooks/Cole, CA.

Optional Textbook:

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

Selected Readings: Additional readings from other books and journal articles may be assigned, and will be available on UT Canvas.

V. Course Requirements

In order to receive a passing grade for the course ALL assignments need to be completed or you may be in jeopardy of failing the course.

<u>Assignment</u>	<u>Points</u>
Outline: Literature Review (due 6/11)	--
Draft: Literature Review Paper with Theory (due 06/18)	5 pts
Midterm Exam (given 06/22)	20 pts
Peer Review of Draft (due 06/25)	5 pts
Final Draft: Literature Review Paper with Theory (due 07/02)	30 pts
Case Analysis Presentation (Group Project – dates vary)	10 pts
Final Exam (given 07/09)	20 pts
Class Attendance ¹ and Participation	10 pts
TOTAL	100 pts

VI. Grading Scale

94.0-100	=	A
90-93.999	=	A-
87-89.999	=	B+
84-86.999	=	B
80-83.999	=	B-
77-79.999	=	C+
74-76.999	=	C
70-73.999	=	C-
67-69.999	=	D+
64-66.999	=	D

¹ Attendance will be checked for five randomly chosen classes throughout the semester. A total of 5 points is assigned for your class attendance. Each absence will result in 1 point reduction.

60-63.999 = D-
Below 60.0 = F

1. **Case Analysis Presentation (to assess PB 23 and 24):** One group (3 students per group) will be assigned to lead the case discussion for each case. The group will present the case, their analysis on the case, and recommendations for the case. Literature review findings need to be included in the case analysis presentation. The case analysis presentation is a group effort worth 10 points and typically between 50-60 minutes is used by the groups. Students are expected to attend class for all case presentations and written homework input will be collected for each case analysis presentation. This written homework is required (and will be considered as part of the participation grade) for each case except for the case that the student is doing a group presentation.

Case 9 (The Ridge)	Group Presentation on July 6, 2015
Case 5 (Carla Fights the System)	Group Presentation on July 7, 2015
Case 2 (Twice a Victim)	Group Presentation on July 7, 2015
Case 7 (In Need of Support)	Group Presentation on July 8, 2015

2. **Exams (to assess PB 23 and 24).** There will be a mid-term exam and final exam covering the readings, PowerPoints, and class lectures. If videos and guest lecturers are part of the class, then these may also be covered on exams. Exams are not cumulative. If you are unable to take an exam on the assigned date for any reason other than an emergency, you must notify the instructor at least one week in advance of the test date. If you do not, then it may result in not taking the exam. On exam days, arrive in class on time. If you arrive late, extra time will not be given for the exam. If you do not take the exams, you may be in jeopardy of not passing the course. Mid-term and final exams are each worth 20 points.

Midterm Exam on June 22nd, 2015
Final Exam on July 9th, 2015

3. **Literature Review Paper with Theory (to assess PB23 and 24).** There will be a literature review research paper with theory on a topic of interest to the student. Students are expected to use critical thinking to complete a scholarly literature review with a theory application on a selected human development and behavior problem area related to the case selected for Group Presentation. This paper allows you to do an in-depth examination of a specific topic through reviewing what other scholars have written about the problem. Through this assignment you will demonstrate critical thinking skills and mastery of American Psychological Association (APA) writing format. Your critical thinking skills will be reflected through analyzing and synthesizing a minimum of 5 evidence-based, peer reviewed journal articles. The paper should be no more than 8-10 full 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 one of the 5+ journal articles (or an additional scholarly book/chapter). You are responsible for getting the literature review paper to the professor or TA on the day it is due. Computer problems are not an acceptable excuse for late assignments. This assignment is worth 30 points.

The cases selected for Group Presentation are: 9, 5, 2, and 7
Literature Review Paper with Theory is DUE on July 2nd by 2:00 PM

4. **Class Participation.** Students will receive 10 points of their total grade for class attendance, class participation and professional conduct. Attendance will be checked for five randomly chosen classes throughout the semester. A total of 5 points is assigned for your class attendance. Each absence will result in 1 point reduction.

VII. Class Policies

1. **Class Attendance.** Class attendance is required every class period for the entire class period.
2. **Class preparation.** Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to demonstrate through discussions that one has comprehended the readings will be considered in assigning the class participation grade.
3. **General assignment requirements.** All assignments must be typed in Times New Roman 12 point font, double-spaced and have one inch margins. Assignments that fail to do so will receive a grade reduction. References/sources used in papers must be in APA format and from evidenced-based journals. If questions about the credibility of a reference arise, consult with the TA or instructor. The instructor is available by email to answer questions about assignments. Students should submit questions or requests for clarifications at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response. Assignments are expected to be completed by the beginning of the class on stated due dates unless the professor changes the assignment. If the professor makes any assignment changes, they will be based on a class discussion and majority vote approval.
4. **Assignment due dates.** Students will be penalized if an assignment is late. Students will be informed of any changes in assignments, due dates, and other class content. When you submit assignments via Canvas, make sure to check that you included all attachments. If your assignment is not attached, you may lose credit because the professor never got the assignment. Also, ensure that the assignment is attached as a .doc or .docx file. If an extension is requested for an assignment, it needs to be requested 48 hours before the assignment is due.
5. **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.
6. **Professional Conduct in Class.** 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.

7. **Classroom Civility.** 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 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.
8. **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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.
9. **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.

- 10. 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://www.utexas.edu/depts/dos/sjs/>).
- 11. Use of Class Materials.** The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.
- 12. 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/>.
- 13. Religious Holidays.** By UT Austin policy, students must notify the professor of a pending absence at least 14 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. 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. All faculty, instructors, and staff who supervise students are required to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. Further information including student resources related to Title IX may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>
- 15. 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 FERPA regulations as well. Discussions with individuals outside of the educational context are 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.

16. 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>.

17. 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.

18. 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>.

19. 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:

- a. 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.
- b. If you require assistance to evacuate, inform the professor in writing during the first week of class.
- c. In the event of an evacuation, follow the professor’s instructions.
- d. 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. Change of Syllabus. The instructor reserves the right to change the syllabus if circumstances require an adjustment of course content.

VIII. Course Schedule

Class	Topic	Dates	Readings	Due
1	An Overview of HBSE	6/4	--	--
2	Literature Review 101	6/8	Required: Vaughn and colleagues, Chapter 1 Scales & Wolfer, Chapter 1	Introductory Assignment (email 6/5)
3	Social Environment and Human Behavior	6/9	Required: Vaughn and colleagues, Chapter 13 Hutchison, E. D., & Lee, S.M. (2011). Communities. In E.D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (pp. 415-444) Thousand Oaks, CA: Sage Publications.	--
4	Theoretical Perspectives on HBSE	6/10	Required: Hutchison, Chapter 2 Scales & Wolfer, Chapter 2	--
5	The Strengths Perspective	6/11	Required: Saleeby, D. (2008). The strengths perspective: Putting possibility and hope to work in our work into practice. In K.M. Sowers & C.N. Dulmus (Eds.), <i>Comprehensive Handbook of Social Work and Social Welfare</i> (pp. 123-142). Hoboken, NJ: Wiley & Sons.	Literature Review Outline
6	The Life Course Perspective (Part 1)	6/15	Required: Hutchison, E. D. (2011). A life course perspective. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: The changing life course</i> (pp. 1-38). Thousand Oaks, CA: Sage Publications. Recommended: Pyrooz, D.C. (2014). "From Your First Cigarette to Your Last Dyin' Day": The Patterning of Gang Membership in the Life-Course. <i>Journal of Quantitative Criminology</i> , 30(2), 349-372.	--
7	The Life Course Perspective (Part 2)	6/16	Required: Hutchison, E. D. (2011). A life course perspective. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: The changing life course</i> (pp. 1-38). Thousand Oaks, CA: Sage Publications.	--
8	The (Bio)Psychosocial Person	6/17	Required: Vaughn and colleagues, Chapter 2 Recommended: Hackman, D.A., & Farah, M.J. (2009). Socioeconomic status and the developing brain. <i>Trends in Cognitive Sciences</i> , 13(2), 65-73.	--

Class	Topic	Dates	Readings	Due
9	A Biosocial Look at Stress and Discrimination	6/18	<p>Required: Vaughn and colleagues, Chapter 3</p> <p>Clark, T.T., Salas-Wright, C.P., Vaughn, M.G., & Whitfield, K.E. (2015). Everyday discrimination and mood and substance use disorders: A latent profile analysis with African Americans and Caribbean Blacks. <i>Addictive behaviors, 40</i>, 119-125.</p>	Draft of Literature Review
10	MID TERM EXAM	6/22	--	MID TERM EXAM
11	Social Determinants of Health	6/23	<p>Required: Vaughn and colleagues, Chapter 10</p>	--
12	Spirituality and Belief Systems	6/24	<p>Required: Vaughn and colleagues, Chapter 14</p> <p>Brantley, J. (2005). Mindfulness-based stress reduction. In S.M. Orsillo & L. Roemer (Eds.), <i>Acceptance and mindfulness-based approaches to anxiety</i> (pp. 131-145). New York: Springer US.</p>	--
13	Systems	6/25	<p>Required: Vaughn and colleagues, Chapter 9</p> <p>Recommended: Pantin, H., Schwartz, S. J., Sullivan, S., Coatsworth, J. D., & Szapocznik, J. (2003). Preventing substance abuse in Hispanic immigrant adolescents: An ecodevelopmental, parent-centered approach. <i>Hispanic Journal of Behavioral Sciences, 25</i>(4), 469-500.</p>	Peer Review
14	Attachment	6/29	<p>Required: Carney, M. M., & Buttell, F. P. (2008). Attachment theory. In B. A. Thyer (Ed.), <i>Comprehensive handbook of social work and social welfare: Human behavior and the social environment</i> (pp. 207-228). Hoboken, NJ: John Wiley & Sons.</p>	--
15	Attachment	6/30	<p>Required: Farmer, R. L. (2008). Linking to social work: Attaching and bonding (pp. 51-78). In <i>Neuroscience and social work practice: The missing link</i>. SAGE Publications.</p>	--
16	Culture (and migration)	7/1	<p>Required: Schwartz, S.J., Unger, J.B., Zamboanga, B.L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. <i>American Psychologist, 64</i>(4), 237-251.</p>	--

Class	Topic	Dates	Readings	Due
17	Culture (and migration)	7/2	<p>Required: Marks, A. K., Ejese, K., & García Coll, C. (2014). Understanding the US immigrant paradox in childhood and adolescence. <i>Child Development Perspectives</i>, 8(2), 59-64.</p>	Literature Review (Final)
18	The Physical Environment	7/6	<p>Required: Vaughn and colleagues, Chapter 12 Scales & Wolfer, Case #9</p> <p>Recommended: Raine, A. (2013). A recipe for violence: Malnutrition, metals, and mental health. In <i>The Anatomy of Violence: The Biological Roots of Crime</i> (pp. 206-231). New York, NY: Pantheon Books.</p>	Brief Evaluation Case #9
19	Presentations	7/7	--	Brief Evaluation Case #5 and #2
20	Wrap Up	7/8	<p>Rudenstine, S., & Galea, S. (2015). Preventing brain disorders: A framework for action. <i>Social Psychiatry and Psychiatric Epidemiology</i>. Advance online publication. doi: 10.1007/s00127-015-1007-4.</p>	Brief Evaluation Case #7
21	FINAL EXAM	7/9	--	FINAL EXAM

Supplemental Material

SW F327 (91990) Theories and Critical Perspectives of Human Behavior in the Social Environment – Summer 2015

1. Literature Review Paper with Theory (to assess PB23 and 24):

There will be a literature review research paper with theory which will tie into case presentations done as a group. Students will be assigned a case (9, 5, 2, or 7) from the Scales and Wolfer book and, in turn, be asked to determine what kind of literature review would be relevant to the assessment and interventions needed in the case. Students are expected to use critical thinking to complete a scholarly literature review with a theory application on a selected human development and behavior problem area that is related to the case selected for Group Presentation. This paper allows you to examine a specific topic or problem or issue in depth through reviewing what other scholars have written about the problem. Mastery of American Psychological Association (APA) writing format and critical thinking skills reflected from analyzing 5+ evidence-based, peer reviewed journal articles are expected in the completion of this assignment. The paper should be no more than 8-10 double-spaced pages (not including title or reference list pages), written in APA format. At least one theory needs to be reflected in one of the 5+ journal articles (or an additional scholarly book/chapter). Students will turn in an (optional and ungraded) outline as well as a graded draft (5 points) and final paper (30 points). Students will also conduct a peer review of one of their colleagues' drafts (5 points).

Literature Review with Theory Paper Outline

I. Introduction to the overall issue/problem area

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

- a). What is the social or clinical problem you are addressing?
- b). Why is this an important topic to focus on in social work?

II. Review of the literature

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.

Provide evidence about assessments and interventions relevant to the problems of the client in the case you chose.

Organize the literature 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.* Use a minimum of 5 peer-reviewed articles for your literature review with at least one article (or an additional book/chapter) covering theoretical content.

- a). Use current literature (i.e. after 1995-2000) from peer- reviewed sources. When possible, priority should be given to more recent journal articles from high-impact academic journals.
- b). Only include literature that is relevant to your topic.
- c). Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.

III. Theory

Be sure you have at least one journal article (or an additional book/chapter) that discusses theory relevant either to assessment or intervention relevant to the problems of the client in the case you chose.

IV. Conclusion

Sum up the literature and provide concluding thoughts on future directions and implications for social work practice in assessments and interventions. Also comment on the importance in the role of theory to guide assessments and interventions in social work practice.

V. Writing Style 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 and add page numbers of where that quote can be found.
- b). Grammar, spelling errors, incoherence in writing will be graded.

2. Case analysis group presentation (to assess PB 23 and 24):

Students will be assigned a case (9, 5, 2, or 7) from the Scales and Wolfer book and assigned to groups of 3 persons. The group presentation will cover: Introduction, Assessment (with theoretical framework and peer reviewed, refereed journal articles) of 3 problems and Interventions Strategies (with theoretical framework and peer reviewed, refereed journal articles) of 3 possible interventions. Students are expected to attend class for all case presentations and written homework of the cases will be collected after each case analysis group presentation, which will be part of the student participation grade.

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 interactive class participate and discuss multiple perspectives on case analyses related to assessment and intervention.* 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 for why they were chosen and how they are relevant to the case.

Grades are determined by the entire group's presentation; however, any group member not present for the case analysis presentation without a medical note may receive a zero. Presentations will last for approximately 50-60 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 HIGHLY encouraged....please, please, please make it interesting and interactive!*

Be sure to hit the following:

Introduction: Briefly identify major elements (i.e., people, setting, situations) in the case. Be sure to indicate who you are identifying as the targeted client system. Give a specific and concise formulation of the problem to guide the analysis and problem-solving. Be sure to include peer-reviewed, refereed journal articles to support your formulation of the problem.

Engagement Problem Statement: Briefly describe how the client is being engaged or not being engaged in addressing the problem the client is facing. Focus on building the helping relationship with the client.

Assessment of the case: Be sure to identify 3 problems that the targeted client system is facing. You must have a theoretical framework to address the 3 problems identified with the targeted client system. One theoretical framework can be used for all three problems. Use peer-reviewed refereed journal articles to support your assessment of the case.

Intervention Strategies: Using peer-reviewed refereed journal articles, identify three possible intervention strategies to the 3 problems stated in the "Assessment of the case" section of the paper. In other words, each problem has to have a solution identified. You must have a theoretical framework to explain why these interventions were selected. One theoretical framework can be used for all three intervention strategies.

3. Exams (to assess PB 23 and 24):

There will be a midterm exam and final exam covering the readings, class lectures, videos and guest lecturers. Emphasis will be primarily on the class lectures. Exams are not cumulative. If you are unable to take an exam on the assigned date for any reason other than an emergency, you must notify the instructor at least one week in advance of the test date. If you do not, then it may result in not taking the exam. On exam days, arrive in class on time. If you arrive late, extra time will not be given for the exam. If you do not take the exams, you may be in jeopardy of not passing the course.