

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

COURSE/UNIQUE NUMBER: SW 381R(64170)

INSTRUCTOR: ROWENA FONG, ED.D.

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SEMESTER: FALL 2013

OFFICE NUMBER: 3.122G

MEETING TIME: MON 2:30-5:30 PM

OFFICE PHONE: (512) 471-1393

MEETING PLACE: SSW 2.112

OFFICE HOURS: MONDAYS 11AM-12NOON

**THEORIES AND CRITICAL PERSPECTIVES
OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

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, Psychosocial, and Feminist. A critical perspective is emphasized to understand (1) theoretical knowledge construction, assessment, intervention, and practice 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. **(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 analyses, Case analysis presentations, exams

PB24 Critique and apply knowledge to understand person and environment.

Objectives 2, 4 and 5

Assignment: Literature Review Paper, Case analyses, 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:

Hutchison, E. D. (2011). *Dimensions of human behavior: Person and environment* (4th ed.) Sage Publication, Inc., CA.

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 Blackboard.

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.

Assignment	Points
Literature Review Paper with Theory (Oct 7, 2013)	12pts
First Case Analysis Paper (Oct 21, 2013)	10 pts
Second Case Analysis Paper (Nov 18, 2013)	10 pts
Midterm Exam (Oct 28, 2013)	25pts
Case Analysis Presentation (Nov 4 or 11 or 18 or 25)	10pts
Final Exam (Dec 2, 2013)	25pts
Class participation (includes 6 homeworks and 2 excused absences)	8 pts
TOTAL	100 pts

The final total of 100 points will be scaled to the 100 point grading scale for the final grade.

VI. 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

1. **Case analyses (to assess PB 23 and 24).** Students are required to complete 2 case analyses. Each case analysis is worth 10 points, totaling 20 points. Case analyses are due on the date assigned in the syllabus at the beginning of class. You are responsible to get the case assignment to the professor or TA on the day it is assigned. If you are having computer problems, it is still expected to be turned in on the day it is due. If you email you paper to the professor or TA, be sure they get a hard copy too.

First Case Analysis Paper is DUE on October 21, 2013

Second Case Analysis Paper is DUE on November 18, 2013

2. **Case analysis presentation (to assess PB 23 and 24):** One 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. Powerpoint presentations are to be emailed to the professor either prior to or the day of the presentation. Students are expected to attend class for all case presentations and written homework input will be collected each case analysis presentation, The case homework will be up to 6 points of the total 8 point student participation grade, is required for each case except for the case that the student is doing a group presentation.

Selection Choices for Group Presentation:

Case 11	Group Presentation on November 4, 2013
Case 2	Group Presentation on November 11, 2013
Case 5	Group Presentation on November 11, 2013
Case 7	Group Presentation on November 18, 2013
Case 8	Group Presentation on November 18, 2013
Case 9	Group Presentation on November 25, 2013

- 3. 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 will 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 exam is each worth 25 points.

Midterm Exam on October 28, 2013

Final Exam on December 2, 2013

- 4. 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 based on Case 2 or 5 or 7 or 8 or 9 or 11. 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 evidence-based, peer reviewed, 8 journal articles are expected in the completion of this assignment.
The paper is 10 full 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 8 journal articles. It is worth 12 points.

Literature Review Paper with Theory is DUE on October 7, 2013

- 5. Class participation.** Students will receive 6 points of their total grade for their weekly homework case analyses forms (Cases 2, 5, 6, 9, 11, and 12) class attendance, class

participation and professional conduct. Attendance will be taken every class period. A student may be excused and miss two classes without penalty. For each additional class missed, one point will be deducted from the class participation grade. It is worth 8 points.

The use of computer is not allowed in class unless you have a professional letter explaining your need. This letter needs to be presented to the professor within the first 2 weeks of the course. Cell phones need to be turned off during class time.

In addition, students who inappropriately use cell phones, computers or any other technological device during class will have one point deducted from their participation grade each time the behavior occurs. If all participation points are deducted from a student's class participation grade and continued absences and/or class disruptions occur, additional points will be deducted from the student's final grade in the same manner in which they were deducted from the class participation grade.

VII. Class Policies

- 1. Class Attendance.** Class attendance is required every class period for the entire class period. Attendance will be taken each class. It is the student's sole responsibility to sign the attendance sheet each class. Students may not sign in for each other because that would be forgery and violating UT's expectations for academic integrity. This behavior may result in academic dismissal from UT or from the SSW.
- 2. Excused Absences.** Students are allowed to excuse two absences due to unforeseen circumstances. Any classes missed beyond the 2 excused absences will be deducted 1 point per class. Any class material missed due to class absence is the student's sole responsibility.
- 3. Class preparation.** Students are expected to complete the chapter and case 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.
- 4. General assignment requirements.** All assignments must be typed in double spaced and have one inch margins, typed in Times New Roman 12 point font. 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 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 designated class period. However, the professor reserves the prerogative to change class assignments to meet course objectives. If a change is to be made, there will be class discussion and majority vote approval before the assignment/course requirement is changed.

- 5. Assignment due dates.** Students will be penalized 3 points for each calendar day that an assignment is late. UT does not allow Incompletes (grade of X) to provide additional time to

complete assignment. Students will be informed of any changes in assignments, due dates, and other class content. Make sure your assignment when emailed to the professor included your attachment and it successfully reached the professor on time. If not, it may result in not receiving credit for the assignment if you did not check your computer and the professor never got the assignment. If late, there will be 3 points deducted for every day starting from the day it was due. If an extension is requested for an assignment, it needs to be requested 24 hours before the assignment is due.

6. **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.
7. **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. Professional conduct also includes timely arrival to class and respectful behavior during class and appropriate use of technology, if permission was received from the professor. No computers (unless with permission), cell phone use, iPod or other devices are permitted during class. Failure to display professional conduct may result in a deduction from attendance points or a UT SSW Level One Review.
8. **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/>).
9. **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/>.
10. **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.
11. **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>.

12. 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.

13. 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>.

14. 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.

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

- Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work

students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

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

VIII. Course Schedule

Class #	Topic	Dates	Readings	Due
1	Welcome/Introduction Writing Literature Reviews Role of Theory and HBSE	M 9/9	Syllabus Review; PG Moreno-Use of Library Resources, Writing a Literature Review Paper, Possible Research Topics	
2	A Multidimensional Approach; Decision Cases;	M 9/16	Hutchison, Ch 1 Scales & Wolfer, Ch 1 Scales & Wolfer, Ch 2	Literature Review Topics Case assignments
3	Theoretical Perspectives The Biological Person	M 9/23	Hutchison Ch 2 Hutchison Ch 3 Scales & Wolfer, Case 4	
4	The Psychological Person	M 9/30	Hutchinson Ch 4 Scales & Wolfer, Case 12	HW Case 12
5	The Psychosocial Person Film: Postville, USA	M 10/7	Hutchison Ch. 5 Scales & Wolfer, Case 3	Literature Review Paper with Theory DUE

Class #	Topic	Dates	Readings	Due
6	The Spiritual Person	M 10/14	Hutchison Ch. 6 Scales & Wolfer, Case 6	HW Case 6
7	The Physical Environment	M 10/21	Hutchison Ch. 7 Scales&Wolfer, Case 10	First Case Analysis Paper DUE
8	Mid Term Exam	M 10/28	Chapters 1, 2,3, 4, 5, 6,7	MID TERM EXAM
9	Culture Film: Rain in A Dry Land	M 11/4	Hutchison Ch. 8 GROUP PRESENTATION Scales&Wolfer, Case11	HW Case 11
10	Social Institutions Families Film: When Welfare Makes A Difference	M 11/11	Hutchison Ch. 9 Hutchison Ch 10 GROUP PRESENTATION Scales&Wolfer, Case 2 Scales& Wolfer, Case 5	HW Case 2 HW Case 5
11	Small Groups Formal Organizations Film: The Color of Fear	M 11/18	Hutchison Ch. 11 Hutchison Ch 12 GROUP PRESENTATION Scales & Wolfer, Case 7 Scales & Wolfer, Case 8	Second Case Analysis Paper DUE
12	Communities Film: Welfare Makes a Difference	M 11/25	Hutchison Ch. 13 GROUP PRESENTATION Scales & Wolfer, Case 9	HW Case 9
13	Final Exam	M 12/3	Chapters 8, 9, 10, 11, 12, 13	FINAL EXAM

SW 381 R (62785) Theories and Critical Perspectives of Human Behavior in the Social Environment Spring 2013

1. Case Analyses Papers (to assess PB 23 and 24). Students are required to complete 2 case analyses papers. The first case analysis paper is due October 21, 2013. The second case analysis paper is due November 18, 2013. Case analyses papers are due on the date assigned at the beginning of class. You are responsible to get the case assignment to the professor or to the TA on the day it is assigned. If you are having computer problems, notify the professor before class not during or after class. If you email your paper to the professor or TA, be sure they get a hard copy too. Each case analysis paper is worth 10 points.

Each case analysis paper should be at least 6 full double-spaced, 12 point font, paper in length (excluding reference page) and must adhere to APA 6th edition. Each paper should be supported with 5 peer reviewed, refereed journal articles published after 2000.

Case Analysis Paper Outline for First Case and Second Case Analysis Papers

Introduction (1 point): Briefly identify major elements (i.e., people, setting, situations) in the case. **Be sure to clearly indicate who you are identifying as the targeted client system.** Give a specific and concisely written 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 (1 point): 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 (3 points): 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 (3 points): 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.

Writing style, clarity, references in APA, length, etc. (2 points)

2. Case analysis group presentation (to assess PB 23 and 24): Students will sign up for one case analysis presentation based on the selection of possible Cases 2, 5, 7, 8, 9 and 11. Based on their first 3 choices, students will be assigned to a group of 3-4 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. Each of the 3 interventions selected must match or clearly be related to the assessment of each the 3 problems identified.

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 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 for assessments and interventions and how they are relevant to the case.

Your group will be assigned one case to present. Grades are determined by the entire group's presentation; however, any group member not present for the case analysis presentation will receive a zero. Presentations will last for approximately 30 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 make it interesting! Case analysis group presentation is worth 10 points. Powerpoints of the presentation must be emailed to the instructor before the day of presentation.

3.Exams (to assess PB 23 and 24) . There will be a mid-term exam and final exam covering the readings, class lectures, videos and guest lecturers. 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. Each mid-term and final exam is worth 25 points.

4.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 are to review cases 2, 5,7, 8, 9 and 11 in the Scales and Wolfer book and then choose a case and determine what kind of literature review would be relevant to the assessment and interventions needed in the case. Students will give the professor first, second, and third choices of cases and will then be assigned the case to write the literature review paper with theory and do the group presentation. 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 evidence-based, peer reviewed, 8 journal articles are expected in the completion of this assignment. The paper is 10 full 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 8 journal articles. The due date is October 7, 2013 and it is worth 12 points.

The possible cases to select from for Group Presentation are: 2, 5, 7, 8, 9 and 11. Once the student is assigned a case for group presentation, the student should choose a problem in the case that he or she wants to do research on and will present the research during the group presentation in order for the assessments and interventions in the case to be evidence-based.

Literature Review with Theory Paper Outline

Based on case selection of Case 2 or 5 or 7 or 8 or 9 or 11

I. Introduction to the overall issue/problem area (2 points)

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 (4 points)

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. Maintain their own ideas by drawing upon the work of those you have chosen to include in your review with sources that support what you are saying.

Use 8 peer-reviewed articles for your literature review with at least one article covering theoretical content.

- b) Use current literature (try to use literature published no earlier than 2000) from peer-reviewed sources.
- c) Only include literature that is relevant to your topic.

d) Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.

III. Theory (2 points)

Be sure you have at least one journal article that discusses theory relevant either to assessment or intervention relevant to the problems of the client in the case you chose.

IV. Conclusion (2 points)

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 (2 points)

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

b) Grammar, spelling errors, incoherence in writing will be graded.

c) APA format will be graded both on references in the end of the paper and citations in the text of the paper.

ADDITIONAL REFERENCES

(May be helpful in getting your analyses started; not to replace your own literature searches.)

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Atwood, N. C. (2001). Gender bias in families and its clinical implications for women. *Social Work*, 46(1), 23-38.

Begun, A. L. (1993). Human behavior and the social environment: the vulnerability, risk and resilience model. *Journal of Social Work Education*, 29, 26-35.

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.

Bishop, K. K., Rounds, K., & Weil, M. (1993). Preparation for social work practice with infants and toddlers with disabilities and their families. *Journal of Social Work Education*, 29(1), 36-45.

- Borowsky, I. W., Ireland, M., Resnick, M. D. (2001). Adolescent suicide attempts: Risk and protectors. *Pediatrics, 107*(3), 485-494.
- 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.
- Carlson, B. E. (1997). Mental retardation and domestic violence: An ecological approach to intervention. *Social Work, 42*(1), 79-89.
- 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.
- Eamon, M. K. (2001). The effects of poverty on children's socio-emotional development: An ecological systems analysis. *Social Work, 46*(3), 256-266.
- 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.
- Frale, D. E. S. (1997). Gender, racial, ethnic, sexual, and class identities. *Annual Review of Psychology, 48*, 139-162.
- Green, R. J. (2000). Lesbians, gay men, and their parents: A critique of Lasala and the prevailing clinical wisdom. *Family Process, 39*(2), 257-267.
- Jones, B. L. (2008). Promoting health development among survivors of adolescent cancer. *Family & Community Health, 31*, S61-S70.
- Karls, J., & Wandrei, K. (1994). *Person-in-environment system: The PIE classification system for social functioning problems*. Washington, DC: NASW.
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