

SW 327

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

THE UNIVERSITY OF TEXAS AT AUSTIN SCHOOL OF SOCIAL WORK

Course/Unique Number: SW327/90075
Semester: Summer 2017
Meeting Time: MTWR 2-4 p.m.
Meeting Place: SSW 2.118

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Office hours: M and R 12:30-1:45 p.m. and
by appointment

(W- Fulfills the writing flag requirement; Required BSW
Course)

I. STANDARDIZED COURSE DESCRIPTION

This course explores the biopsychosocial and cultural functioning of human beings across the life span using an ecological-systems lens and major developmental theories as a framework to guide the processes of assessment, intervention, and evaluation. Using the generalist social work lens, this course integrates content from other human behavior courses. 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. 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.

Course prerequisites include Social Work 310, 312, and either Psychology 304 (Child Psychology) or Child Development 313 (Child Development). Social Work 325

(Foundations of Social Justice) is also required as part of this curriculum area and is taken concurrently with SW327.

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. STANDARDIZED COURSE OBJECTIVES

By the end of the course, the student will be able to:

- 1) Explain the unique perspective that social work has in viewing the relationship between the individual person and environment in comparison to other helping professions;
- 2) Explain and apply basic principles of learning theories and the systems/ecological and psychosocial frameworks and analyze individual, family, group, organizational, community, and societal dynamics from each of these perspectives;
- 3) Describe biological, social, cultural, psychological, and spiritual aspects of adolescent, early adult, middle adult, and older adult developmental states within the context of the broader environment;
- 4) Describe the dynamics of social groups, organizations, communities, and societies, and the ways that they can impact individual development and behavior;
- 5) Explain ways that ethnicity, culture, gender, sexual orientation, class, disability, and other factors contribute to human development and their implications for social work practice in assessment, intervention, and evaluation;
- 6) Describe relevant research and identify and conceptualize additional research needs relating to human behavior and the social environment;
- 7) Apply information and theories related to human behavior and the social environment to life situations in a manner consistent with social work values and the promotion of social and economic justice;
- 8) Use critical thinking skills in writing an academic literature review on a human development question of interest;
- 9) Explain and apply basic principles of learning theories and the systems/ecological and psychosocial frameworks to guide the processes of assessment, interventions, and evaluation;
- 10) Apply information and theories related to human behavior and the social environment to life situations in order to determine the ways social systems promote or deter people in maintaining or achieving health and well-being.

III. TEACHING METHODS

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, 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. REQUIRED READINGS

Hutchison, E.D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course (2nd ed.)*. Los Angeles, CA: Sage.

Additional readings from other books and journal articles are listed in the course schedule section of the syllabus and posted on Canvas.

V. COURSE REQUIREMENTS AND GRADING

Your grade for this course will be based on the following requirements:

1. **Case analysis and presentation:** Students will be assigned to small groups to develop and give a 30 minute presentation based on one of the case studies in the text. Dates of group presentations will depend on assigned cases. Each student also will write an independent case analysis, submitted separately as a draft to both the instructor and an assigned peer evaluator. After receiving feedback, students will revise their drafts and submit the final paper later in the semester. See syllabus appendix for specific assignment guidelines. (50% of grade)
2. **Concept papers.** Students will write two 3-4 page concept papers during the semester, applying concepts covered in class and readings to various scenarios. See syllabus appendix for specific assignment guidelines. (20% of grade)
3. **Final Exam:** Students will complete a take-home final examination applying concepts learned in the course to a film. The film will be viewed in class. See syllabus appendix for specific assignment guidelines. (20% of grade)
4. **Class participation:** Students will be expected to attend class regularly and participate actively in class discussion. (10% of grade)

Summary of Semester Assignments and Grade Breakdown

Assignment	Date Due	% of Grade
Concept papers	June 8 and 15	20
Case presentation	Depends on case	15
Case analysis/draft	June 22	15
Peer Review	June 27	15
Case analysis/final submission	July 5	5
Film application/take home exam	July 8	20
Participation	July 8	10
TOTAL		100 points

Undergraduate Grading Scale

94 - 100 = A	74 - 76 = C
90 - 93 = A-	70 - 73 = C-
87 - 89 = B+	67 - 69 = D+
84 - 86 = B	64 - 66 = D
80 - 83 = B-	60 - 63 = D-
77 - 79 = C+	59 and below = F

VI. CLASS POLICIES

1. **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.
2. **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 two classes without a valid excuse, e.g., medical documentation) may receive one or more course grades lower than their final grade when points are totaled.
3. **Submission of Papers and Late Assignments:** Assignments must be submitted to the instructor at the beginning of the class or electronically (email) by 11:59 p.m. the day that an assignment is due depending on instructions in the syllabus. Note that if you choose to submit the assignment electronically after our class period ends, you must be in class that day for the assignment to be accepted. Once I receive the assignment electronically, I will notify you that I have received it and let you know if there are any problems in opening the attachment. 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.
4. **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.
5. **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.

6. **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.

VII. 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.

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

VIII. COURSE SCHEDULE

Date	Topic/Content and Class Activities	Readings/Assignments Due
Class 1 Thursday, June 1	<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 Monday, June 5	<ul style="list-style-type: none"> • A multidimensional approach to human behavior and social work practice • Writing from a social work perspective 	<ul style="list-style-type: none"> • Hutchison, Chapter 1, Human Behavior: A Multidimensional Approach and Chapter 2, Theoretical Perspectives on Human Behavior • DUE: Possible case study topics
Class 3 Tuesday, June 6	<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 study topics and presentation dates 	<ul style="list-style-type: none"> • Hutchison, Chapter 3, The Biological Person • Canvas: Ambrosino et al., The Ecological/Systems Framework

Class 4 Wednesday, June 7	<ul style="list-style-type: none"> • Biopsychosocial dimensions <ul style="list-style-type: none"> ○ Biological and psychological perspectives 	<ul style="list-style-type: none"> • Hutchison, Chapter 4, The Psychological Person
Class 5 Thursday, June 8	<ul style="list-style-type: none"> • Continuation of discussion on biopsychosocial dimensions 	<ul style="list-style-type: none"> • Concept Paper 1 due at 11:59 p.m.
Class 6 Monday, June 12	<ul style="list-style-type: none"> • The life course perspective 	<ul style="list-style-type: none"> • Hutchison, Chapter 5, The Spiritual Person and Chapter 10, The Human Life Journey: A Life Course Perspective

Class 7 Tuesday, June 13	<ul style="list-style-type: none"> • Cultural and physical environmental factors that shape development <ul style="list-style-type: none"> ○ Race and ethnicity ○ Gender/gender identity ○ Class ○ Religion/spirituality ○ Ability ○ Sexual orientation 	<ul style="list-style-type: none"> • Hutchison, Chapter 6, Culture and the Physical Environment
Class 8 Wednesday, June 14	<ul style="list-style-type: none"> • Pre-pregnancy and prenatal development <ul style="list-style-type: none"> ○ Reproductive rights/ family planning ○ Disparities/ fetal development ○ Health and mental health ○ Adoption • Development in infancy <ul style="list-style-type: none"> ○ Attachment ○ Gender identity ○ Temperament ○ Family and community risks and opportunities 	<ul style="list-style-type: none"> • Hutchison Chapter 11, The Journey Begins: Conception, Pregnancy, Childbirth, and Infancy
Class 9 Thursday, June 15	<ul style="list-style-type: none"> ○ Continuation of discussion on pregnancy, childbirth, and infancy 	<ul style="list-style-type: none"> • Concept paper #2 due at 11:59 p.m.
Class 10 Monday, June 19	<ul style="list-style-type: none"> ○ Development in toddlerhood and early childhood <ul style="list-style-type: none"> ○ Piaget and cognitive development ○ Emotional and social 	<ul style="list-style-type: none"> • Hutchison, Chapter 12, Toddlerhood and Early Childhood and Chapter 13, Middle Childhood

	<p>development</p> <ul style="list-style-type: none"> ○ Development in middle childhood ○ Family dynamics ○ Peers ○ Educational settings ○ Child maltreatment 	
Class 11 Tuesday, June 20	<ul style="list-style-type: none"> ● Family constellations ● Changing family roles and structure ● Understanding family systems and dynamics ● Challenges to family life <ul style="list-style-type: none"> ○ Interpersonal violence ○ Divorce ○ Substance misuse 	<ul style="list-style-type: none"> ● Hutchison, Chapter 7, Families
Class 12 Wednesday, June 21	<p>LAB DAY NO ORGANIZED CLASS</p>	<ul style="list-style-type: none"> ● Lab ● Work on case study ● Hutchison, Chapter 14 Adolescence,
Class 13 Thursday, June 22	<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"> ● Case study draft due at 11:59 p.m. (submitted to the instructor and person who is completing the peer review of your paper)
Class 14 Monday, June 26	<ul style="list-style-type: none"> ● Development in young adulthood <ul style="list-style-type: none"> ○ Education and training ○ Work and career ○ Family and relationships ○ Mental health and health ○ Sexism and the wage gap ● Development in middle adulthood <ul style="list-style-type: none"> ○ Taking on new roles ○ Mental health and health ○ Myth of midlife crisis 	<ul style="list-style-type: none"> ● Hutchison, Chapter 15 Young and Middle Adulthood
Class 15 Tuesday, June 27	<ul style="list-style-type: none"> ● Development in late adulthood <ul style="list-style-type: none"> ○ Retirement and income ○ Spirituality and religion ○ Health and mental health/dementia ○ Loss and grief ○ Elder abuse 	<p>Peer review of case study due at 11:59 p.m.</p> <ul style="list-style-type: none"> ● Hutchison, Chapter 16, Late Adulthood
Class 16 Wednesday, June 28	<ul style="list-style-type: none"> ● Group processes and dynamics ● Organizational culture and dynamics ● Community culture and impact on human development 	<ul style="list-style-type: none"> ● Hutchison, Chapter 8, Small Groups, Formal Organizations, and Communities

Class 17 Thursday, June 29	<ul style="list-style-type: none"> • Social inequality and impact on human behavior 	<ul style="list-style-type: none"> • Hutchison, Chapter 9, Social Structure, Social Institutions, and Social Movements: Global and National
Class 18 Monday, July 3	LAB DAY NO ORGANIZED CLASS	<ul style="list-style-type: none"> • Lab – Work on finalizing case study
Tuesday July 4	HOLIDAY FOURTH OF JULY NO CLASS	
Class 19 Wednesday, July 5	<ul style="list-style-type: none"> • Film – Application of human behavior theories and concepts (Final exam will be based on this film) 	<ul style="list-style-type: none"> • Final case study due at 11:59 p.m. • Take home final posted on canvas
Class 20 Thursday, July 6	<ul style="list-style-type: none"> • Integrating HBSE and practice • Future directions • Celebration and closure 	
Saturday, July 8	<ul style="list-style-type: none"> • Take home final exam due 	<ul style="list-style-type: none"> • Take home final exam due at 11:59 p.m.

IX. SUGGESTED SOURCES

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APPENDIX
ASSIGNMENT EXPECTATIONS AND GUIDELINES

I. CONCEPT PAPER – APPLICATION OF ECOLOGICAL/SYSTEMS FRAMEWORK

Due Thursday, June 8 at 11:59 p.m. by email to the instructor in an attached word document. Counts 10% toward your final grade (half of this paper grade will be on content; half will be on writing).

This paper will demonstrate that you understand the ecological/systems framework and can apply it to a specific case example. You may apply the framework to a specific time period in your own life or to a character in a novel, movie, or television program. You will first provide a brief social history of the person you are assessing. You will then provide a brief but understandable description of the ecological/systems framework you will use with appropriate references. The last part of the paper will apply the framework to help understand/explain the person's living situation and the relationships between the person and her/his environment. Your paper should include the following:

- A. **A brief introduction to your paper.** This should be a short paragraph that introduces the reader to the purpose of your paper. It should conclude with a topic sentence and state briefly the person and situation and what theoretical perspective will be discussed. Be sure your introduction is interesting and gains the reader's attention, at the same time conveying the focus of your paper. By the time readers finish your introduction, they should know who you are writing about, the context (i.e., if in a novel, title and author and a brief description of the person/key factors you will cover in your paper), and the fact that you will be using the ecological/systems framework to understand the impact the environment has had on this person's life.
- B. **Describe the person and the significant factors that have an impact on this person's life.** This section should include descriptive, objective information about the person and the person's environment, e.g., physical factors, psychological factors, socio/cultural factors, developmental factors, significant past and present life experiences that impact the person's interaction with her/his environment, and key persons, groups, and organizations within the person's environment that are critical to the person's ability to function. Be sure to include the person's age, race/ethnicity, and status. This section should include enough information so the reader will have some context for your assessment of the individual later in your paper. You will need to select critical pieces of information about the person in this section; refrain from storytelling. You can give an example to support a point you are making, but life stories and detailed descriptions of multiple events are not needed.
- C. **Briefly describe the ecological/systems framework,** paying particular attention to the concepts on which your paper will focus. Give a brief overview of the framework and why it is useful in understanding individual behavior within the environment. If you are focusing on the Bronfenbrenner model and the four layers of the environment and chronosystem, give a brief description of each of these systems. If you are discussing boundaries and open and closed systems, explain these briefly, but if you will not refer to entropy and synergy, you don't need to include these in this section.
- D. **Demonstrate your understanding of the ecological/systems framework** by showing how it can be applied to the individual you are writing about. This section is an integration of parts B and C. Weave the framework language throughout your discussion in this section, giving

examples from the person's life/environment that help readers understand how the framework can be applied (i.e., "these mesosystem relationships....". After reading this section, readers should be able to understand the individual you have described and the environmental factors which have had positive and negative effects on the person's life during the time period on which you are focusing. Be sure you include discussion here relating to the obstacles and resources that limit/support healthy functioning/development of the individual.

- E. **Provide a brief summary/conclusion to your paper.** This should be organized in reverse order of the introduction, beginning with a topic sentence and going to a more general closing statement.

This paper should be 3-4 pages long excluding a cover page and a reference page. The only sources needed are the Hutchison text and the chapter posted on Canvas on the ecological/systems framework.

- 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 of where that quote can be found.
- Your paper is expected to be professional. Grammar, 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.

II. CONCEPT PAPER – APPLICATION OF LIFE COURSE PERSPECTIVE

Due Thursday, June 15 at 11:59 p.m. by email to the instructor in an attached word document. Counts 10% toward your final grade (half of your grade will be on content; the other half will be on writing).

This paper will demonstrate that you understand the life course perspective and can apply it to a specific case example. You may apply the framework to a specific developmental period in your own life or the life of a character in a novel, movie, or television program. You will first provide a brief social history of the person you are assessing. You will then provide a brief but understandable description of the life course perspective. The last part of the paper will apply the life course perspective to the person's situation to help understand/explain the person's living situation, the relationships between the person and her/his environment, and their impact on the person's development. Your paper should include the following:

- A. **Provide a brief introduction to your paper.** This should be a short paragraph that introduces the reader to the purpose of your paper. It should conclude with a topic sentence and state briefly the person and situation and what theoretical perspective will be discussed. Be sure your introduction is interesting and gains the reader's attention, at the same time conveying the focus of your paper. By the time readers finish your introduction, they should know who you are writing about, the context (i.e., if in a novel, title and author and a brief description of the person/key factors you will cover in your paper), and the fact that you will be using the life course perspective to understand this person's development.
- B. **Describe the person and the significant factors that have an impact on this person's life.** This section should include descriptive, objective information about the person and the person's environment, e.g., physical factors, psychological factors, socio/cultural factors, developmental factors, significant past and present life experiences that impact the person's interaction with her/his environment, and key persons, groups, and organizations

within the person's environment that are critical to the person's ability to function. Be sure to include the person's age, race/ethnicity, and status. This section should include enough information so the reader can see later in your paper how it can be applied to the life course perspective. You will need to select critical pieces of information; refrain from storytelling. You can give an example to support a point you are making, but life stories and detailed descriptions of multiple events are not needed. In this section, clearly state the developmental period you will be discussing. Describe the person you are analyzing during this period of her/his life. This introduction should not be a retelling of the person's whole life history. Rather, the reader should clearly understand what period of the person's life you will be discussing and why this was an important time period for her/him. Provide relevant information that will help the reader understand what was happening during this time:

- Describe the person during the selected developmental period. How old was the person? Where was the person living and with whom? What were the person's primary roles in life during this time (student, child, mother, father, worker)?
- Describe the person's relevant personal and family characteristics that impacted her/him during this time period, such as family structure (e.g., single parent family), basic community and household information, birth order, family members' ages, culture, race, gender, sexual orientation, disability status, and social class.

C. Briefly describe the life course perspective, paying particular attention to the concepts on which your paper will focus. Give a brief overview of this perspective and why it is useful in understanding individual behavior. You don't need to go into great detail about each stage of life. Instead, provide a holistic perspective and then focus on concepts/information that is critical to the person's stage of life on which you are focusing (i.e., developmental tasks, psychosocial crisis for a specific stage).

D. Demonstrate your understanding of the life course perspective by showing how it can be applied to the individual you are writing about. This section is an integration of parts B and C. Weave the life course language throughout your discussion in this section, giving examples from the person's life that help readers understand how this perspective can be applied. After reading this section, readers should be able to understand the individual you have described and how the person is functioning according to this perspective and why. Be sure you include discussion here relating to the obstacles and resources that limit/support healthy functioning/development of the individual.

In this section you will apply your understanding of the life course perspective to the person's development during the selected time period. Although you may mention significant events and issues that occurred earlier in the person's life, this section should not be a complete history of her/his life. Describe and illustrate the person's physical, cognitive, emotional and socio-cultural development during your selected time period. Describe examples of developmental tasks, stressors, risks, strengths, and challenges the person experienced.

- How was this developmental stage challenging for the person? Give examples.
- How did the person's gender, class, race, age, ethnicity, and other diversity factors influence her/his resolution of developmental challenges?
- In your analysis, discuss how the person's experiences fit the assumptions of the life course perspective.

E. Provide a brief summary/conclusion to your paper. This should be organized in reverse order of the introduction, beginning with a topic sentence and going to a more general closing statement. In your conclusion, tie the above sections together to summarize the

factors that influenced the person's development. How was the person impacted during this developmental stage and why? How did this developmental stage impact the person's subsequent development?

This paper should be 3-4 pages long excluding a cover page and a reference page. The only sources needed are the Hutchison text and the handout posted on Canvas on the life course perspective.

- 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 of where that quote can be found.
- Your paper is expected to be professional. Grammar, 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.

III. CASE ANALYSIS

This paper will be submitted in two installments. A draft of your case analysis is due to the instructor and a designated peer reviewer by Thursday, June 22 at 11:59 p.m. The draft should be submitted via email in an attached word document. It will count 15% toward your final grade. You will receive feedback from both the instructor and your peer reviewer no later than Tuesday, June 27. You will then revise your paper based on feedback received and submit your final paper by Wednesday, July 5 at 11:59 p.m. Your final paper will also count 15% toward your final grade.

You will also serve as a peer reviewer for another student in the course and submit a copy of your peer review form (available on Canvas) to the instructor no later than Tuesday, June 27. Your peer review will count 5% toward your final grade.

Your case analysis should be written using one of the cases in the Hutchison text (students will select cases during the first week of the course). Your analysis should be at no more than 6-7 full double-spaced, 12 point font, pages in length (excluding cover and reference pages) and must adhere to APA 6th edition guidelines. This analysis should be supported with a minimum of 5 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 use any websites as one of your references unless the reference is a peer reviewed, refereed journal article.

Suggested Case Analysis Outline

- Introduction:** Briefly summarize the case, giving identifying information about the client/client system (age, race/ethnicity, gender, sexual orientation/gender identity, religion if relevant, current living situation, presenting problem.)
- Problem Statement and Engagement:** Give a specific and concisely written formulation of the problem to guide your analysis and problem-solving. Briefly describe how the client (or client system) is being engaged or not being engaged in addressing the problem the client (or client system) is facing. (Suggested length – one paragraph)
- Assessment of the Case:** Summarize the various environmental contextual factors that relate to the case (e.g., individual, family, peers, school/employment, neighborhood, community;

biological, cultural, economic, political/legal, ethical). Do not reiterate the facts of the case, but describe the contextual issues surrounding the case objectively.

Based on your assessment of the case, identify 3 problems that the targeted client system is facing. Identify at least one theoretical framework covered in this course that offers implications for understanding this case. Explain the theory/framework(s) and then show how it is relevant to the problems and core issues of this case. One theoretical framework can be used for all three problems. Use peer-reviewed refereed journal articles to support your assessment of the case. Make certain to discuss the contextual issues surrounding the case and the 3 identified problems. (Suggested length 3 ½ pages; assessment and contextual discussion should be about 2 pages; theory discussion should be about 1 ½ pages)

D. **Intervention Strategies:** Using peer-reviewed refereed journal articles, identify 3 possible evidence-based intervention strategies that could be used to address the 3 problems stated in the “Assessment of the Case” section of the paper. Strategies should be distinct and feasible/realistic. Note advantages and disadvantages of each strategy selected. You must have a theoretical framework to explain why these interventions were selected. One theoretical framework can be used for all 3 intervention strategies. (Suggested length 2 pages)

E. **Recommendations:** Based on your discussion, choose one of the strategies you discussed that you think would be most effective/appropriate in working with this client/client system to address the identified problems. Support your decision by discussing how the peer-reviewed literature and other factors led to this conclusion. (Suggested length ½ page)

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

- Introduction (2 points)
- Problem Statement and Engagement (3 points)
- Assessment of the Case (15 points)
- Intervention Strategies (10 points)
- Use of Theoretical Frameworks (10 points)
- Recommendations (10 points)
- Writing quality and style, including appropriate use and formatting of references (50 points)

Total: 100 points

IV. CASE ANALYSIS PRESENTATION

The due date for this assignment depends on which case you are presenting (see syllabus). It will count 15% 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 after reviewing the syllabus and cases in the Hutchison text. 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 course topics 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, though you can be creative in the type of case presentation you give. Be sure you include the entire class at some point in the discussion.

The goal will be to have the class participate and discuss multiple perspectives of the case related to assessment and intervention. A relevant portion of the assigned readings for the same day 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.

Grades are determined by the entire group's presentation. Presentations, including discussion, will last 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 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: introduction, identification and definition of 3 problems you deem important if you were to be assigned this case as a social worker, an assessment of the 3 problems, and suggested intervention strategies (with theoretical framework and peer-reviewed articles).

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 (15 points)
 - Theory appropriate
 - Addressed problem
 - Use of evidence-based support
- Interventions (20 points)
 - Addressed assessed problems
 - Use of evidence-based support
 - Explanation of alternative strategies and rationale for interventions selected

- 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 15% toward final grade)

The group presentation grade will be assigned based on the quality of the presentation as a whole. Specifically, grading will consider: 1) content (inclusion of the components described above, accuracy of information) and 2) presentation (creativity, organization, and clarity). Thus, members of one group typically receive the same grade. Occasionally, however, one group member does not contribute at the same level as others. To account for these rare situations in a fair manner, each student will complete an evaluation form (available on Canvas) for each group member detailing her/his specific contribution to the presentation, and indicating the level of each member's participation on a scale from one to five. This is due from each student on the day after the group's presentation. The instructor will take information from these forms into consideration during grade assignment, and in rare instances group members may receive different grades.

Students are expected to attend class for all case presentations, not just the day they are presenting, to have read the case to be discussed prior to coming to class, and to actively engage in a collaborative discussion about the case.

V. TAKE-HOME FINAL EXAM

Students will complete a take-home final exam at the end of the semester, which will require application of concepts and theoretical frameworks covered in the course to a film, which will be viewed in class. The exam will be short-answer essay and will be due at 11:59 p.m. on Saturday, July 8 submitted to the instructor as a word document via email. This exam will count 20% toward the student's final grade for the course.