

**THE UNIVERSITY OF TEXAS**  
**STEVE HICKS SCHOOL OF SOCIAL WORK**

**Course Number:** SW 327

**Unique Number:** 88685

**Semester:** Summer 2019

**Meeting Time/Place:** MTWR 2-4 p.m.

**Meeting Place:** SSW 2.118

**Instructor:** Rosalie Ambrosino, PhD

**Email:** rambrosino@utexas.edu

**Office:** SSW 3.104A

**Phone:** 210-241-0391

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

---

**HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

(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 engagement, 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 individuals' 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 impacts 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 and 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 usually 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 engagement, 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 engagement, 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.

### **EPAS Competencies**

The Steve Hicks 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, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Educational

Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Outcome 6.1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Outcome 7.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Outcome 8.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Outcome 9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups.

### **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 TEXT AND MATERIALS**

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

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

1. **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)
2. **Case analysis:** Each student will write an independent case analysis based on one of the case studies in the text designated by the instructor. This case study will be submitted in two installments, first in draft form. After receiving feedback, students will revise their drafts and combine them into a final case analysis due at the end of the semester. See syllabus appendix for specific assignment guidelines. (45% of grade)
3. **Literature review matrix:** Students will prepare a literature review matrix, summarizing at least 3 peer-reviewed journal articles that can be used to support the assessment portion of their case analysis. See syllabus appendix for specific assignment guidelines. (5% of grade)
4. **Case 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. (10 percent of grade)
5. **Final Exam:** Students will complete a take-home final examination applying concepts learned in the course to a film viewed in class. See syllabus appendix for specific assignment guidelines. (10% of grade)
6. **Class participation:** Students will be expected to attend class regularly, participate actively in class discussion, and be an active member of their case presentation group. (10% of grade)

### Summary of Semester Assignments and Grade Breakdown

| Assignment                            | Date Due        | % of Grade |
|---------------------------------------|-----------------|------------|
| Concept papers                        | June 13 and 20  | 20         |
| Literature review matrix              | June 24         | 5          |
| Case analysis/ Installment 1/draft    | June 27         | 15         |
| Case analysis/ Installment 2/draft    | July 5          | 15         |
| Case analysis/final submission        | July 13         | 15         |
| Group case presentation               | Depends on case | 10         |
| Film application/take home final exam | July 13         | 10         |
| Participation                         | NA              | 10         |
| TOTAL                                 |                 | 100 points |

## VI. GRADES

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

## VII. 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 [rambrosino@utexas.edu](mailto:rambrosino@utexas.edu). 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 may miss two class periods without penalty. Those do not attend class on a regular basis (missing more than two classes without a valid excuse, e.g., medical documentation) or do not participate actively as a member of their case presentation group will receive a lower grade in the course. Two points will be deducted from your final grade for each class session missed beyond two. Your participation grade will also be impacted, since you cannot participate if you are not present.
3. **Submission of Papers and Late Assignments:** Assignments must be submitted on Canvas in word documents by 11:59 p.m. the day that an assignment is due. 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 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. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.
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 and posted on Canvas. It is the responsibility of students to inquire about any changes that might have been made in their absence.

## VIII. UNIVERSITY POLICIES

1. **The University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
2. **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.
3. **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/>.
4. **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, Instagram) and other forms of electronic communication (e.g. blogs) 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.

5. **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/>.
6. **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.
7. **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/>.
8. **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.
9. **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, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of 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 Liaison SHSSW, 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>.
10. **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.

11. **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.
12. **Use of Email 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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.
13. **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.
14. **Behavior Concerns Advice Line (BCAL):** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership 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>.
15. **Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
  - Familiarize yourself with all exit doors 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.

## IX. COURSE SCHEDULE

| Date                             | Topic   | Assignments Due   | Readings   |
|----------------------------------|---|---|--|
| Class 1<br>Thursday,<br>June 6   | <ul style="list-style-type: none"> <li>• Introduction and course overview</li> <li>• Establishment of guidelines for class discussion</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Syllabus</li> </ul>   |
| Class 2<br>Monday,<br>June 10    | <ul style="list-style-type: none"> <li>• A multidimensional approach to human behavior and social work practice</li> <li>• Writing from a social work perspective</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Possible case study topics</b></li> </ul> | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 1, Human Behavior: A Multidimensional Approach and Chapter 2, Theoretical Perspectives on Human Behavior</li> </ul>                      |
| Class 3<br>Tuesday,<br>June 11   | <ul style="list-style-type: none"> <li>• Theoretical perspectives on human behavior and the social environment               <ul style="list-style-type: none"> <li>○ The ecological/systems framework</li> <li>○ Integrating theory, research, and practice</li> </ul> </li> <li>• Finalization of case study topics and presentation dates</li> </ul> |   | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 3, The Biological Person</li> <li>• Canvas: Ambrosino et al., The Ecological/Systems Framework</li> </ul>                                |
| Class 4<br>Wednesday,<br>June 12 | <ul style="list-style-type: none"> <li>• Client engagement</li> <li>• Biopsychosocial dimensions               <ul style="list-style-type: none"> <li>○ Biological and psychological perspectives</li> </ul> </li> </ul>  |   | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 4, The Psychological Person</li> <li>• Canvas: Hepworth, et al., Chapter 3, Overview of the helping process, pp. 35-45</li> </ul>        |
| Class 5<br>Thursday,<br>June 13  | <ul style="list-style-type: none"> <li>• Continuation of discussion on biopsychosocial dimensions</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Concept Paper 1</b></li> </ul>            |  |
| Class 6<br>Monday,<br>June 17    | <ul style="list-style-type: none"> <li>• Life course and psychosocial life span development perspectives</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 10, The Human Life Journey: A Life Course Perspective</li> <li>• Readings on life span development framework posted on Canvas</li> </ul> |
| Class 7<br>Tuesday,<br>June 18   | <ul style="list-style-type: none"> <li>• Client assessment</li> <li>• Continuation of discussion on life course perspective</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 5, The Spiritual Person</li> <li>• Canvas: Hepworth, et al.,</li> </ul>  |

|                                   |  |  |   |
|-----------------------------------|--|--|---|
|                                   | <ul style="list-style-type: none"> <li>• Religion and spirituality</li> </ul>  |  | Chapter 8, Assessment... pp. 186-211  |
| Class 8<br>Wednesday,<br>June 19  | <ul style="list-style-type: none"> <li>• Cultural and physical environmental factors that shape development <ul style="list-style-type: none"> <li>○ Race and ethnicity, gender/ gender identity, class, religion/spirituality, ability, sexual orientation</li> </ul> </li> </ul>                           |  | <ul style="list-style-type: none"> <li>• Hutchison Chapter 6, Culture and the Physical Environment</li> </ul>   |
| Class 9<br>Thursday,<br>June 20   | <ul style="list-style-type: none"> <li>• Continuation of discussion on cultural and physical environmental factors that shape development</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Concept paper 2</b></li> </ul>   |   |
| Class 10<br>Monday,<br>June 24    | <ul style="list-style-type: none"> <li>• Understanding family systems and dynamics</li> <li>• Family constellations</li> <li>• Changing family roles and structure</li> <li>• Challenges to family life</li> <li>• <b>Student case presentation</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Literature matrix and summaries of articles for case analysis</b></li> </ul> | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 7, Families</li> </ul>  |
| Class 11<br>Tuesday,<br>June 25   | <ul style="list-style-type: none"> <li>• Group processes and dynamics</li> <li>• Organizational culture and dynamics</li> <li>• Community culture and impact on human development</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 8, Small Groups, Formal Organizations, and Communities</li> </ul>                             |
| Class 12<br>Wednesday,<br>June 26 | <ul style="list-style-type: none"> <li>• Social inequality and impact on human development/behavior</li> <li>• Globalization on and impact on human development/ behavior</li> <li>• Social movements</li> <li>• <b>Student case presentation</b></li> </ul>   |  | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 9, Social Structure, Social Institutions and Social Movements: Global and National</li> </ul> |
| Class 13<br>Thursday,<br>June 27  | <ul style="list-style-type: none"> <li>• Important prenatal and childhood links to adolescent and adult development <ul style="list-style-type: none"> <li>○ Reproductive rights</li> <li>○ Attachment</li> <li>○ Temperament</li> </ul> </li> <li>• Family and community risks and opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Case analysis draft of installment 1</b></li> </ul>                          | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 11, The Journey Begins: Conception, Pregnancy, Childbirth, and Infancy</li> </ul>             |

|                                  |  |  |  |
|----------------------------------|--|--|--|
| Class 14<br>Monday,<br>July 1    | <ul style="list-style-type: none"> <li>• Client intervention</li> <li>• Development in adolescence <ul style="list-style-type: none"> <li>○ Identity</li> <li>○ Relationships</li> <li>○ Moral development</li> <li>○ Risks and decision-making</li> </ul> </li> <li>• <b>Student case presentation</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Case analysis draft of installment 1 returned with feedback</b></li> </ul> | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 14, Adolescence</li> <li>• Canvas: Hepworth et al., Chapter 13, Planning and implementing change-oriented strategies, pp. 379-385</li> </ul> |
| Class 15<br>Tuesday,<br>July 2   | <ul style="list-style-type: none"> <li>• Client evaluation</li> <li>• Continuation of discussion on development in adolescence</li> <li>• Development in young adulthood</li> <li>• <b>Student case presentation</b></li> </ul>  |  | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 15, Young/ Middle Adulthood</li> <li>• Canvas: Hepworth, et al., Chapter 19, The final phase: Evaluation... pp. 591-606</li> </ul>           |
| Class 16<br>Wednesday,<br>July 3 | <ul style="list-style-type: none"> <li>• Continuation of discussion on development in young adulthood</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 15, Young and Middle Adulthood</li> </ul>  |
| Thursday,<br>July 4              | <ul style="list-style-type: none"> <li>• <b>Fourth of July</b></li> <li>• <b>No Class</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Case analysis draft of installment 2 due Friday, July 5</b></li> </ul>     | <ul style="list-style-type: none"> <li>•</li> </ul>  |
| Class 17<br>Monday,<br>July 8    | <ul style="list-style-type: none"> <li>• Development in middle adulthood <ul style="list-style-type: none"> <li>○ Taking on new roles</li> <li>○ Mental health and health</li> </ul> </li> <li>• Myth of midlife crisis</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Case analysis draft of installment 2 returned</b></li> </ul>               | <ul style="list-style-type: none"> <li>•</li> </ul>  |
| Class 18<br>Tuesday<br>July 9    | <ul style="list-style-type: none"> <li>• Development in late adulthood <ul style="list-style-type: none"> <li>○ Income</li> <li>○ Spirituality and religion</li> <li>○ Health/mental health</li> <li>○ Loss and grief</li> <li>○ Elder abuse</li> </ul> </li> <li>• <b>Student case presentation</b></li> </ul>    |  | <ul style="list-style-type: none"> <li>• Hutchison, Chapter 16, Late adulthood</li> </ul>  |

|                                   |   |   |   |
|-----------------------------------|---|---|---|
| Class 19<br>Wednesday,<br>July 10 | <ul style="list-style-type: none"> <li>• Film – Application of human behavior theories and concepts (Final exam based on this film)</li> </ul>    | <b>Take home final posted on canvas</b>                                   | • |
| Class 20<br>Thursday,<br>July 11  | <ul style="list-style-type: none"> <li>• Integrating HBSE and practice</li> <li>• Future directions</li> <li>• Celebration and closure</li> </ul> | <b>Take home final exam and final case analysis due Saturday, July 13</b> | • |

## X. BIBLIOGRAPHY

- Adrian, J. A. L., Deliramich, A. N., & Frueh, B. C. (2009). Complicated grief and posttraumatic stress disorder in humans' response to the death of pets/animals. *Bulletin of the Menninger Clinic*, 73(3), 176-187.
- Almack, K., Seymour, J., & Bellamy, G. (2010). Exploring the impact of sexual orientation on experiences and concerns about end-of-life care and on bereavement for lesbian, gay and bisexual older people. *Sociology*, 44(5), 908–924.
- Ainspan, N.D., Penk, W., & Kearney, L.K. (2018). Psychosocial approaches to improving the military-to-civilian transition process. *Psychological Services* 15(2), 129-134.
- Alaggia, R., Regehr, C., & Jenney, A. (2012). Risky business: An ecological analysis of intimate partner violence disclosure. *Research on Social Work Practice* 22(3), 301-312.
- Ambrosino, R.A., Ambrosino, R. J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction* (8<sup>th</sup> ed.). Boston, MA: Cengage Learning.
- Arthur, D. P. (2015). Social work practice with LGBT elders at end-of-life: Developing practice evaluation and clinical skills through a cultural perspective. *Journal of Social Work in End-of-Life & Palliative Care*, 11(2), 178–201.
- Ayon, C. (2016). Talking to Latino children about race, inequality, and discrimination: Raising families in an anti-immigrant political environment. *Journal for the Society of Social Work and Research*, 7 (3), 449-477.
- Bent-Godley, T. (2011). *The ultimate betrayal: A renewed look at intimate partner violence*. Washington, D.C: NASW.
- Berk, L.E. (2014). *Development through the lifespan* (6<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Blundo, R. (2010). Engaging men in clinical practice: A solution-focused and strengths-based model. *Families in Society* 91(3), 307-312.
- Bronfenbrenner Life Course Center at Cornell University, <http://www.human.cornell.edu/che/BLCC/index.cfm>
- Brown, Brene' (2017). *Braving the wilderness: The quest for true belonging and the courage to stand alone*. NY: Random House.
- Carter, M.J. & Fuller, C. (2016). Symbols, meaning, and action: The past, present and future of symbolic interactionism. *Current Sociology* 64(6), 931-961.
- Cartwright, C. M., Hughes, M., & Lienert, T. (2012). End-of-life care for gay, lesbian, bisexual and transgender people. *Culture, Health & Sexuality: An International Journal for Research, Intervention and Care*, 14(5), 537–548.
- Casado, B.L., Hong, M., & Harrington, D. (2010). Measuring migratory grief and loss associated with the experience of immigration. *Research on Social Work Practice*, 20(6), p. 611-620.
- Chen, B. (2017). Parent-adolescent attachment and academic adjustment: The mediating role of self-worth. *Journal of Child & Family Studies* 26(8), 2070-2076.

- Cloitre, M., Stolbach, B. C., Herman, J. L., Kolk, B. van der, Pynoos, R., Wang, J., & Petkova, E. (2009). A developmental approach to complex PTSD: Childhood and adult cumulative trauma as predictors of symptom complexity. *Journal of Traumatic Stress, 22*(5), 399–408.
- Coates, T. (2015). *Between the world and me*. NY: Spiegel & Grau.
- Cook, L.B., Kim, G., Morgan, K., Chen, C., Nillni, A., et al. (2016). Measuring geographic “hot spots” of racial-ethnic disparities: An application to mental health care. *Journal of Health Care for the Poor and Underserved 27* (2), 663-684.
- Corcoran, K. & Roberts, A.R. (Eds.) (2015). *Social workers' desk reference* (3<sup>rd</sup> ed.). NY: Oxford University Press.
- Cordaro, M. (2012). Pet loss and disenfranchised grief: Implications for mental health counseling practice. *Journal of Mental Health Counseling, 34*(4), 283-294.
- Crede, M., Tynan, M.C., & Harms, P.D. (2016) Much ado about grit: A meta-analytic synthesis of the grit literature. *Journal of Personality and Social Psychology*.
- Davila, M., McFall, S.L., & Cheng, D. (2009). Acculturation and depressive symptoms among pregnant and postpartum Latinas. *Maternal and Child Health Journal, 13*, 318-325.
- Deblinger, E., Mannarino, A. P., Cohen, J. A., Runyon, M. K., & Steer, R. A. (2011). Trauma-focused cognitive behavioral therapy for children: Impact of the trauma narrative and treatment length. *Depression and Anxiety, 28*, 67-75.
- DeLuca, S., Blosnich, J., Hentshel, El, & Amen, S. (2016). Mental health care utilization: How race, ethnicity and veteran status are associated with seeking help. *Community Mental Health Journal 2* (52), 174-179.
- DeLuca, S., Clampet-Lundquist, S., & Edin, K. (2016). *Coming of age in the other America*. NY: Russell Sage Foundation.
- Doley, R., Bell, R., Watt, B., & Simpson, H. (2015). Grandparents raising grandchildren: Investigating factors associated with distress among custodial grandparent. *Journal of Family Studies, 21*(2), 101-119.
- Dubow, E.F., Huesmann, L.R., & Boxer, P. (2009). A social-cognitive-ecological framework for understanding the impact of exposure to persistent ethnic-political violence on children’s psychosocial adjustment. *Clinical Child and Family Psychology Review, 12*(2), 113-126.
- Edin, K. & Shaefer, L. (2016). *Two dollars a day: Living on almost nothing in America*. Boston: Houghton Mifflin Harcourt.
- Finger, B. Hans, S.L., Bernstein, V.J., & Cox, S.M. (2009). Parent relationship quality and infant-mother attachment. *Attachment & Human Development, 11*(3), 285-306.
- Franklin, E. (2009). The emerging needs of veterans: A call to action for the social work profession. *Health & Social Work, 34*(3), 163-167.
- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work, 57*(2-4), 80–107.
- Furman, R., Ackerman, A. R., Loya, M., Jones, S., & Egi, N. (2012). The criminalization of immigration: Value conflicts for the social work profession. *Journal of Sociology and Social Welfare, 39*(1), 169–185.
- Gardiner, H. & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development* (6<sup>th</sup> ed.). Boston: Allyn and Bacon, Pearson Education.
- Genaïdy, A., Huston, R., Dionysiou, D., & Karwowski, W. (2017). A system-of-systems framework for improved human, ecologic and economic well-being. *Sustainability, 9*(4), 616.
- Goodcase, E. T. & Love, H. A. (2017). From despair to integrity: Using narrative therapy for older individuals in Erikson’s last stage of identity development. *Clinical Social Work Journal, 45*(4), p. 354-363.
- Greenfield, E. A. (2012). Using ecological frameworks to advance a field of research, practice, and policy on aging-in-place initiatives. *The Gerontologist, 52*(1), 1-12.
- Guo, W. & Tsui, M. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work 53*(2), 233-245.
- Harris, N.B. (2018). *The deepest well: healing the long-term effects of childhood adversity*. Boston: Houghton Mifflin Harcourt.

- Hash, K. M., & Rogers, A. (2013). Clinical practice with older LGBT clients: Overcoming lifelong stigma through strength and resilience. *Clinical Social Work Journal*, 41(3), 249-257.
- Hepola, S. (2015). *Blackout: Remembering the things I drank to forget*. NY: Grand Central Publishing.
- Hepworth, D., Rooney, R., Rooney, G. & Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills*. Belmont, CA: Brooks /Cole Cengage Learning.
- Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. Berkeley, CA: University of California.
- Hutchison, E.D. (2016). *Essentials of human behavior in the social environment: Integrating person, environment, and the life course* (2nd ed.). Los Angeles: Sage.
- Ikonomopoulos, J., Smith, R. L., & Schmidt, C. (2015). Integrating narrative therapy within rehabilitative programming for incarcerated adolescents. *Journaling of Counseling & Development*, 93, 460-470.
- Jani, J., & Okundaye, J. (2014). The culturagram: An educational tool to enhance practice competence with diverse populations. *Journal of Baccalaureate Social Work*, 19, 53-63.
- Jerkins, M. (2018). *This will be my undoing: Living at the intersection of black, female, and feminist in (white) America*. NY: Harper.
- Kim, J. (2017). "You can't run into a burning building without getting burned yourself": An ecological systems perspective of parents choosing out-of-home care for an intercountry adopted child. *Families in Society: Journal of Contemporary Social Services*, 98(3), 169-177.
- Juarez, G., Branin, J. J., & Rosales, M. (2014). Perceptions of QOL among caregivers of Mexican ancestry of adults with advanced cancer. *Quality of Life Research*, 24(7), 1729-1740.
- Kim, Y.J., Moon, S.S., & Kim, M.J. (2011). Physical and psycho-social predictors of adolescents' suicide behaviors. *Child and Adolescent Social Work Journal* 28(6), 421-438.
- Koehn, S., Neysmith, S., Kobayash, K., & Khamisa, H. (2013). Revealing the shape of knowledge using an intersectionality lens: Results of a scoping review on the health and health care of ethnocultural minority adults. *Aging and Society*, 33(3), 437-464.
- Kum, S. (2017). Gay, gray, black, and blue: An examination of some of the challenges faced by older LGBTQ people of color. *Journal of Gay & Lesbian Mental Health*, 21(3), 228-239.
- Lamb, F.F., Brady, E.M., & Lohman, C. (2009). Lifelong resiliency learning: A strength-based synergy for gerontological social work. *Journal of Gerontological Social Work* 52(7), 713-728.
- Larsen, J. L., Clauss-Ehlers, C. S., & Cosden, M. A. (2015). An exploration of army wives' responses to spousal deployment: Stressors and protective factors. *Couple and Family Psychology: Research and Practice*, 4(4), 212-228.
- McGoldrick, M., Carter, B., Garcia-Preto, N. (2011). *The expanded family life cycle: Individual, family, and social perspectives* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- McKeown, A. (2014). Attachment, personality and female perpetrators of intimate partner violence. *Journal of Forensic Psychiatry & Psychology*, 25(5), 556-573.
- Mereish, E. H., & Poteat, V. P. (2015). A relational model of sexual minority mental and physical health: The negative effects of shame on relationships, loneliness, and health. *Journal of Counseling Psychology*, 62(3), 425-437.
- Mock, J. *Redefining realness: My path to womanhood, identity, love & so much more*. NY: Atria.
- Moore, J., & Jenkins, P. (2012). 'Coming out' in therapy? Perceived risks and benefits of self-disclosure of sexual orientation by gay and lesbian therapists to straight clients. *Counselling & Psychotherapy Research*, 12(4), 308-315.
- Nazario, S. (2007, 2014). *Enrique's Journey*. NY: Random House.
- Neblett, E.W., Hammond, W.P., Seaton, E. & Townsend, T. (2010). Underlying mechanisms in the relationship between Africentric worldview and depressive symptoms. *Journal of Counseling Psychology* 57 (1), 105-113.
- Newman, B. & Newman, P. (2015). *Development through life: A psychosocial approach* (12<sup>th</sup> ed.). Stamford, CT: Cengage Learning.
- Nicholson, N.R. (2012) A review of social isolation: An important but underassessed condition in older adults. *Primary Prevention* 33: 137.
- Nicola, W. (2017). Living "illegally": On the phenomenology of an undocumented immigrant. *Clinical Social Work Journal*, 45(4), p. 293-300.

- Ornelas, J., Martins, P., Zilhao, M.T., & Duarte, T. (2014). Housing First: An ecological approach to promoting community integration. *European Journal of Homelessness* 8(1), 2028.
- Orth, U., Trzesniewski, K., & Robins, R. (2010). Self-esteem development from young adulthood to old age: A cohort-sequential longitudinal study. *Journal of Personality and Social Psychology* 98(4), 645-658.
- Ortiz, R. & Sibinga, E. (2017). The role of mindfulness in reducing the adverse effects of childhood stress and trauma. *Children* 4(3), 16.
- Page, A. D., & Peacock, J. R. (2013). Negotiating identities in a heteronormative context. *Journal of Homosexuality*, 60(4), 639-654.
- Palacios, J. (2009). The ecology of adoption. In G.M. Wrobel & E. Neil (Eds.), *International advances in adoption research for practice*. Malden, MA: John Wiley & Sons.
- Perry, B. D. (2009). Examining child maltreatment through a neurodevelopmental lens: Clinical applications of the neurosequential model of therapeutics. *Journal of Loss and Trauma*, 14(4), 240-255.
- Pistella, J., Salvati, M., Ioverno, S., Laghi, F., & Baiocco, R. (2016). Coming-Out to family members and internalized sexual stigma in bisexual, lesbian and gay people. *Journal of Child & Family Studies*, 25(12), 3694-3701.
- Riggs, S. (2010). Childhood emotional abuse and the attachment system across the life cycle: What theory and research tell us. *Journal of Aggression, Maltreatment & Trauma* 19(1), 5-51.
- Riggs, S. & Riggs, D. (2011). Risk and resilience in military families experiencing deployment: The role of the family attachment network. *Journal of Family Psychology*, 25(5), 675-687.
- Robinson, D., Papaj, A., Blumer, M.C. (2011). The clinical deployment of therapeutic frameworks and genogram questions to serve the servicewomen. *Journal of Feminist Family Therapy*, 23, 263-284.
- Rosling, H. (2018). *Factfulness: Ten reasons we're wrong about the world – and why things are better than you think*. NY: Flatiron Books.
- Roth, A. (2018). *Insane: America's criminal treatment of mental illness*. NY: Basic Books.
- Ruggiano, N. & Edvardsson, D. (2013). Person-centeredness in home- and community-based long-term care: Current challenges and new directions. *Social Work in Health Care* 52(9), 846-861.
- Sable, P. (2013). The pet connection: An attachment perspective. *Clinical Social Work Journal*, 41(1), 93-99.
- Saleebey, D. (2013). *The strengths perspective in social work practice* (6<sup>th</sup> ed.). Boston, MA: Pearson Education.
- Sandberg, S. & Grant, A. (2017). *Option B: Facing adversity, building resilience, and finding joy*. NY: Alfred Knopf.
- Scherrer, K. (2013). Culturally competent practice with bisexual individuals. *Clinical Social Work Journal*, 41(3), 238-248.
- Schwartz, R. (2013). Moving from acceptance toward transformation with internal family systems therapy (IFS). *Journal of Clinical Psychology* 69(8), 805-816.
- Schwerdtfeger, K.L. & Shreffler, K.M. (2009). Trauma of pregnancy loss and infertility among mothers and involuntarily childless women in the United States. *Journal of Loss & Trauma*, 14(3), 211-227.
- Secombe, K. (2014). *So you think I drive a Cadillac? Welfare recipients' perspectives on the system and its reform* (4<sup>th</sup> ed) Boston: Pearson.
- Sedlovskaya, A., Purdie-Vaughns, V., Eibach, R. P., LaFmance, M., Romem-Canyas, R., & Camp, N. P. (2013). Internalizing the closet: Concealment heightens the cognitive distinction between public and private selves. *Journal of Personality & Social Psychology*, 104(4), 695-715.
- Shonkoff, J.P. & Garner, A.S. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics* 129(1) e232-246.
- Singh, A. A., & Moss, L. (2016). Using relational-cultural theory in LGBTQQ counseling: Addressing heterosexism and enhancing relational competencies. *Journal of Counseling & Development*, 94(4), 398-404.
- Sloman, L. & Taylor, P. (2015). Impact of child maltreatment on attachment and social rank systems: Introducing an integrated theory. *Trauma, Violence & Abuse* 17(2), 172-185.
- Sorkin, D., Murphy, M., Nguyen, H., Biegler, K. (2016). Barriers to mental health care for an ethnically and racially diverse sample of older adults. *Journal of American Geriatric Society*, 64(10), p. 2138-2143.
- Steelman, S. M. (2016). Externalizing identities: An integration of narrative therapy and queer theory. *Journal of Family Psychotherapy*, 27(1), 79-84.

- Stinehart, M. A., Scott, D. A., & Barfield, H. G. (2012). Reactive attachment disorder in adopted and foster care children: Implications for mental health professionals. *Family Journal*, 20(4), 355-360.
- Vaughn, M., DeLisi, M. & Matto, H. (2014). *Human behavior: A cell to society approach*. Hoboken, NJ: Wiley.
- Wadsworth, S. M., Cardin, J., Christ, S., Willerton, E., O'Grady, A. F., Topp, D., & ... Mustillo, S. (2016). Accumulation of risk and promotive factors among young children in US military families. *American Journal of Community Psychology*, 57(1/2), 190-202.
- Walker, M. D., Hernandez, A. M., & Davey, M. (2012). Childhood sexual abuse and adult sexual identity formation: Intersection of gender, race, and sexual orientation. *The American Journal of Family Therapy*, 40(5), 385–398.
- Warner, D. F., & Brown, T. H. (2011). Understanding how race/ethnicity and gender define age-trajectories of disability: An intersectionality approach. *Social Science & Medicine*, 72(8), 1236-1248.
- Wiles, J.L., Wild, K., Kerse, N., & Allen, R.E. (2012). Resilience from the point of view of older people: 'There's still life beyond a funny knee.' *Social Science & Medicine* 74, 416-424.
- Witten, T. M. (2017). Health and well-being of transgender elders. *Annual Review of Gerontology and Geriatrics*, 37, 27–41.
- Yuma-Guerrero, P.J., Lawson, K.A., Velasquez, M.M., von Sternberg, K., Maxson, T., & Garcia, N. (2012). Screening, brief intervention, and referral for alcohol use in adolescents: A systematic review. *Pediatrics* 130(1). 115-122.
- Zayas, L.H., Aguilar-Gaxiola, S., Yoon, H., and Natera-Rey, G. (2015). The distress of citizen-children with detained and deported parents. *Journal of Child and Family Studies*, 24 (11), 3213-3223.
- Zeanah, C. H., Chesher, T., & Boris, N. W. (2016). Practice parameter for the assessment and treatment of children and adolescents with reactive attachment disorder and disinhibited social engagement disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(11), 990-1003.

**APPENDIX**  
**ASSIGNMENT EXPECTATIONS AND GUIDELINES**

**I. CONCEPT PAPER – APPLICATION OF ECOLOGICAL/SYSTEMS FRAMEWORK**

**Due Thursday, June 13 at 11:59 p.m. posted on Canvas in a 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 their 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 their 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. You don’t need a lot of direct quotes; summaries of content are fine.
- 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/PSYCHOSOCIAL PERSPECTIVE

**Due Thursday, June 20 at 11:59 p.m. posted on Canvas in a 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/psychosocial 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 their 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 their 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 their 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., societal/cultural expectations, developmental tasks, psychosocial crisis for a specific stage).
- D. Demonstrate your understanding of the life course/psychosocial 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/psychosocial 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 their 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 their 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 material posted on Canvas from Newman and Newman on the psychosocial life span development 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. You don’t need a lot of direct quotes; summaries of content are fine.
- 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 AND LITERATURE MATRIX

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

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

The objectives of this assignment are:

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

**This analysis will be submitted in three parts: a literature matrix and summary of 3 articles you plan to use in the assessment portion of your case study due Monday, June 24; a draft of installment 1 of your case analysis (introduction, engagement of the client, problem identification, and assessment of the case) due Thursday, June 27; and a draft of installment 2 (intervention and evaluation of the intervention strategies) due Friday, July 5. You will revise these two installments and combine them into a final document which will be due Saturday, July 13. All assignments should be submitted as word documents on Canvas.**

Your case analysis should be written using one of the following cases in the Hutchison text: 2.1 (Intergenerational stresses in the McKinley family), 10.3 (The Suarez family after September 11, 2001), 11.3 (Sarah's teen dad), 14.2 (Carl's struggle for identity), 16.2 (Margaret Davis stays at home). Students will select cases during the first week of the course. Your analysis should be approximately 8 full double-spaced, 12-point font, pages in length (excluding cover and reference pages) and must adhere to APA 6<sup>th</sup> edition guidelines. This analysis should be supported with a minimum of 5 peer-reviewed, refereed journal articles published within the past ten years (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 unless you are using the website to provide current demographic information.

#### **A. LITERATURE MATRIX AND SUMMARY OF 3 ARTICLES**

After reviewing the case you have selected from the Hutchison text, determine the major factors that are significant (for example, type of problem identified, age, race/ethnicity, gender identity, sexual orientation, ability/disability, citizenship status, access to economic and other resources). Then, using the UT library or Google scholar search systems, identify at least 3 peer reviewed journal articles published within the last ten years that will help with your assessment of this case (understanding what you think is going on and why). Once you have identified the articles, complete the following matrix providing key information gained from each article. These articles can then serve as the major source of supportive information in installment I of your case analysis. You can use either a table with columns or bullets to provide the information below for each selected article:

- Citation in APA format, including author(s), year of publication, title of the article, journal in which the article appears, and page numbers
- Brief summary of key points in the article that relate to your topic
- Specific notes summarizing information (include page numbers so you can easily find this information when writing your case analysis) you can include to support your assessment of the individual/family that is the focus of your case analysis
- **Your matrix is due no later than Monday, June 24 at 11:59 p.m. and will count 5% toward your final grade.**

#### **B. CASE ANALYSIS – INSTALLMENT I**

**Installment I must be posted on Canvas no later than Thursday, June 27 at 11:59 p.m. and will count 15% toward your final grade.** It will cover parts 1, 2, and 3 of the case analysis requirements with a minimum of four sources (including 3 peer-reviewed articles and the Hutchison text), cited appropriately in the body of your document and on your reference page.

- **Part 1a - Introduction and Relevant Background Information:**
  - Briefly summarize the case, giving identifying information about the targeted client/client system, which can be an individual, family, group, organization, or community and why you chose that system as the client (use third person).

- Include information about the client/client system (for example, if an individual, age, race/ethnicity, gender, sexual orientation/gender identity, religion if relevant, current living situation, presenting problem.)
- Include detailed, relevant facts related only to the targeted client system you chose. This information should be grounded in the available case information and not based on unwritten assumptions, stereotypes, or biased opinions. The information should help explain the behavior of the client system in its total environment.
- Suggested length ½-1 page
- **Part 1b - Problem Statement:**
  - Give a specific and concisely written formulation of the problem to guide your analysis and problem-solving.
  - Suggested length: One short paragraph
- **Part 2 - Engagement of the Client in the Case:**
  - 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. It is important to engage the client and develop a relationship so the client will be willing to seek and receive help.
  - Be sure to describe the engagement strategies such as empathy, reflection, and interpersonal skills a social worker could use with the targeted client system in the case. Remember that the targeted system can be an individual, family, group, organization, or community.
  - Use third person throughout your paper. Here, for example, you could say “The social worker could engage the client by....”, not “I will.....”.
  - (Suggested length ½ page)
- **Part 3 - Assessment of the Case:**
  - In reviewing the case, collect and organize the information data from the case study and describe a single problem that the targeted client system is facing in the case. (1 paragraph).
  - Identify and discuss the biopsychosocial and cultural factors that contributed to this problem. 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.
  - Choose one theoretical framework covered in this course that guided your assessment of the problem of the targeted client system. Explain the theory/framework(s) and then show how it is relevant to the problems and core issues of this case.
  - Incorporate content from at least 3 different appropriate peer-reviewed journal articles published within the last ten years to provide supportive documentation of your assessment of the problem described.
  - Suggested length 3 ½ pages; assessment and contextual discussion should be about 2-2 1/2 pages; theory discussion should be about 1 page
- **Reference Page**
  - Cite all sources used in this installment following APA format.
  -

## C. CASE ANALYSIS INSTALLMENT II

**Installment II must be posted on Canvas no later than Friday, July 5 at 11:59 p.m. and will count 15% toward your final grade. It will cover parts 4 and 5 of the case analysis**

**requirements with a minimum of four sources (including 3 peer-reviewed articles that focus on intervention strategies relevant to your case study and your text).**

• **Part 4 - Intervention Strategies:**

- Based on your assessment of the case, develop intervention goals and select appropriate intervention strategies that you and the client/client system would collaborate on to address the problem(s) you have identified.
- Describe how the intervention strategies will be implemented. Be sure the strategies relate to the identified problem and are consistent with your assessment of the case. Strategies should be distinct and feasible/realistic. Note briefly the advantages/disadvantages of each strategy selected.
- Be sure to use a theoretical framework to guide the intervention selection and implementation. One theoretical framework can be used for all intervention strategies. (It can be either the same framework used in your assessment section or a different framework.)
- Incorporate at least 3 different references from refereed journal articles supporting the intervention chosen to address the problem(s).
- Suggested length 2-3 pages

• **Part 5 - Evaluation of Practice:**

- Select and describe an appropriate method to evaluate the interventions selected. In other words, explain how you would know if the intervention(s) you chose was/were effective in addressing the problem.
- Be sure to use your selected theoretical framework to guide the evaluation of the intervention selected and implemented.
- Suggested length ½ page

**D. FINAL CASE ANALYSIS**

Students will have the opportunity to revise installments I and II based on feedback received from the instructor and additional information gained from course content and readings. **A final submission of the case analysis must be posted on Canvas no later than Saturday, July 13 at 11:59 p.m. The final submission will count 15% toward your final grade.**

• **The final submission is to be submitted as a single professionally prepared document that includes the following:**

- Title/cover page with running head
- Abstract
- Introduction and statement of the presenting problem
- Engagement of client
- Assessment of the case, including theoretical framework
- Intervention strategies
- Evaluation plan
- Reference page, combining all sources used in both installments

**Grading of the case analysis will be based on the following:**

**Installment I**

- Introduction (20 points)
- Engagement of the client (20 points)
- Assessment of the case (40 points)
  - Described single problem targeted client system is facing in the case (1 paragraph) (5 points)

- Identified and discussed biopsychosocial and cultural factors that have contributed to the problem; used at least 3 appropriate peer reviewed journal articles published no earlier than 2000 to provide supportive documentation of assessment of the problem described and associated factors that have contributed to the problem (25 points)
- Discussed one appropriate theoretical framework that guided assessment of targeted client system with appropriate citation (10 points)
- Writing quality and style, including appropriate use of references (20 points)

### **Installment II**

- Intervention strategies (60 points)
  - Provided clear intervention goal(s) and strategies to address the problem (20 points)
  - Described how they would be implemented (20 points)
  - Used theoretical framework to guide discussion (10 points)
  - Incorporated at least 3 references from referee journal articles to support decision-making
  - Strategies were appropriate and derived from assessment of case (10 points)
- Evaluation (20 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

### **Final Case Assessment**

- Attention to feedback received on installments I and II (10 points)
- Introduction (5 points)
- Engagement of client (5 points)
- Assessment of case (20 points)
- Intervention strategies (20 points)
- Evaluation (5 points)
- Use of theory (5 points)
- Integration of at journal articles (10 points)
- Writing quality and style (20 points)

## **IV. GROUP CASE ANALYSIS PRESENTATION**

**The due date for this assignment depends on which case you are presenting (see syllabus). It will count 10% toward your final grade.** Students will be divided into groups, with each group required to lead the case discussion for one of the following cases in a required chapter from the Hutchison text. 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 Monday, June 10 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:

| <b>Case from Hutchison text</b>                               | <b>Anticipated Presentation Date</b> |
|---|--------------------------------------|
| 7 The Sharpe family's post deployment adjustment              | June 24                              |
| 9 Leticia Renteria's struggle to make it in the United States | June 26                              |
| 14.1 David's coming out process                               | July 1                               |
| 15.1 Sheila Henderson, coming home at 25                      | July 2                               |
| 16.1 Ms. Ruby Johnson is providing care for three generations | July 9                               |

### **Presentation Guidelines**

The purpose of presenting your case analysis is to gain experience presenting a case and engaging and describing your opinions to your peers. Presentations should incorporate the following:

- 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 engagement, assessment, intervention, and evaluation.
- 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 will need to include other readings, i.e., journal articles, that help guide them in assessing the case and determining appropriate intervention strategies. 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 (allow about 10 minutes for discussion).
- Presenters will lead the discussion and class members will actively ask questions after 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 as handouts 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 the client/client system and definition of at least one problem you deem important if you were to be assigned this case as a social worker, how you would engage the client/client system, an assessment of the case to better understand the client/client system and identified problem(s), suggested goals and intervention strategies to address the problem(s), and how you would evaluate your intervention plan to determine whether it is effective.
- Your presentation should incorporate a theoretical framework and at least 3 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.

### **Presentation Grading Criteria**

Presentations will be graded based on the following:

- Introduction (5 points)
    - Background and summary of case
  - Problem statement (5 points)
    - Clear statement of core problems
  - Engagement (5 points)
  - 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 (15 points)
    - Addressed assessed problems
    - Use of evidence-based support
    - Explanation of alternative strategies and rationale for interventions selected
  - Evaluation (5 points)
  - Organization of presentation (10 points)
    - Use of time by members; balance of presented content and interactive discussion
  - Creativity and engagement of colleagues (10 points)
    - Creativity demonstrated in presenting information
    - Engagement of and involvement of peers in discussion
  - Integration of Readings and Supportive Materials (10 points)
    - Submitted supportive documents relating to the case including references
    - Applied theoretical and other relevant content from week's readings
- Total: 100 points (will contribute 10% toward final grade)**

### **Peer Evaluations of Group Members**

The group presentation grade will be based on the quality of the presentation as a whole, including: 1) content (inclusion of the components described above, accuracy of information) and 2) presentation (creativity, organization, and clarity). Thus, all group members typically receive the same grade. Occasionally, however, one member does not contribute at the same level as others. To account for these rare situations in a fair manner, students will complete an evaluation form (available on Canvas and due the day after the group's presentation) for each group member detailing their specific contribution to the presentation. The instructor will take information from these forms into consideration when grading the assignment. If there are significant differences in ratings, up to 50% of the grade for this assignment will be adjusted accordingly, with individual students receiving either higher or lower grades than the assigned group grade. 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, viewed in class during the last week. **The exam will be short-answer essay and will be due at 11:59 p.m. on Saturday, July 13, posted as a word document on Canvas. This exam will count 10% toward your final grade.**