

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

COURSE NUMBER: SW 327

INSTRUCTOR: Jaimie O’Gara, LISW, CADC

UNIQUE NUMBER: 61315

OFFICE NUMBER: 3.112

SEMESTER: Fall 2018

OFFICE HOURS: By Appointment

MEETING TIME: MW 11:00-12:30

EMAIL: jogara@utexas.edu

MEETING ROOM: SSW 2.118

Human Behavior and the Social Environment

(W- Fulfills the Writing Flag requirement; Required BSW course)

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

I. Course Description

This course explores the biopsychosocial and cultural functioning of human beings across the life span using an ecological-systems lens and major 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.

This course has a Writing Flag. Writing Flag courses are designed to give students experience writing in an academic discipline. In this class, students will regularly write, and will complete substantial writing projects that reflect student’s critical thinking. Students are encouraged to make an appointment at the writing center to receive additional assistance with academic writing. A substantial portion of the final grade comes from written work. Writing Flag classes meet the Core Communications Objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, as established by the Texas Higher Education Coordinating Board.

II. Standardized Course Objectives

Upon completion of this 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 system/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 aspect 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.

Accreditation and 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 Education 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 class includes a variety of teaching methods such as lectures, videos, guest speakers, written and group discussions. Students are expected to come to class prepared to discuss and critique readings of chapters, cases, and other assigned materials.

IV. Required Text and Materials

Hutchison, E. D. (2015). *Dimensions of human behavior: Person and environment* (5th ed.) Sage Publication, Inc., CA.

Other supplementary readings will be available via CANVAS.

V. Course Requirements

In order to receive a passing grade for the course, ALL assignments need to be completed by the due date or you may fail the course.

Assignment	Points
Case Analysis Paper	20
Case Analysis Group Presentation	10
Theory Paper	10
Theory Presentation	10
Peer Reviews	10
Midterm Exam	10
Final Exam	10
Discussion Posts	10

Class Participation & Homework	10
TOTAL	100

VI. Grading Scale

94.0 and above	A	74.0 to 76.99	C
90.0 to 93.99	A-	70.0 to 73.99	C-
87.0 to 89.99	B+	67.0 to 69.99	D+
84.0 to 86.99	B	64.0 to 66.99	D
80.0 to 83.99	B-	60.0 to 63.99	D-
77.0 to 79.99	C+	Below 60.0	F

VII. Course Policies and Expectations

Class Attendance. Class attendance is expected every class period for the entire class period in order to get credit for participation. It is the student's responsibility to inform the instructor if they will not be present due to an excused absence.

Excused Absences. Students are allowed to have two excused absences due to unforeseen circumstances. However, if the absence is on a day that the student is scheduled to present or take an in-class exam, the student must notify the instructor ahead of time to make other arrangements, and to avoid receiving a 0 on the assignment or exam. Any class material missed due to class absence is the student's sole responsibility. If students know that they will have to miss a class, it is advised to notify the instructor ahead of time.

Class preparation. Before the class period, students are expected to read and/or complete the assigned chapter, handouts, case readings, and homework. Students should be well prepared to participate in discussions and experiential learning assignments. Failure to be prepared as evidenced by minimal participation in discussions or the lack of ability to demonstrate comprehension of the material, will result in deduction of participation points.

General assignment requirements. All assignments must be double spaced, have one-inch margins, and typed in Times New Roman 12-point font. References/sources cited in papers must be in American Psychological Association (APA) format, 6th edition. The instructor is available to meet in person and by email to answer questions about assignments. Students should submit questions or requests for clarifications at least 48 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a response prior to the assignment due date. Students will be informed of any changes in assignments, due dates, and other class content.

Assignment due dates. Assignments are due as indicated in the syllabus. Students will be penalized 1 point per calendar day that an assignment is late. Papers will not be accepted if they are turned in more than three days after the due date, unless an extension has been granted. Permission for extensions on assignments may be requested, but not guaranteed. An extension

request must be made at least 48 hours before the assignment is due. If emailing an assignment, students should make sure to receive a confirmation email from the instructor.

Electronics. It is expected that students will give full attention to the professor, guest lecturer, classmates, or the classroom activity. Students may use laptops to take notes, but are asked to refrain from checking email, going on social media, or engaging in other online activities that are not related to class content.

VIII. University Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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. More information may be found at <http://diversity.utexas.edu/disability/>.

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 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/conduct/>).

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.

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.

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.

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.

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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

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>.

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://operations.utexas.edu/units/csas/bcal.php>.

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

Class #	Topic	Readings/Homework	Homework Due
8/29	Welcome/Introduction	Hutchison: Ch. 1; Ch. 2	Read syllabus
9/03	NO CLASS- LABOR DAY		
9/05	Multidimensional approach/Theoretical Perspectives on Human Behavior		Select theory and social issues for theory paper
9/10	Theoretical Perspectives on Human Behavior	Mini case analysis	Select case for case analysis paper
9/12	Writing workshop	Create an outline for theory paper	3 journal articles/books chapters related to your theory chosen for theory paper
9/17	Neurodiversity and Autism Film: Best Kept Secret	Canvas reading TBA	
9/19	Biological Dimension	Hutchison: Ch. 3	Discussion Post 1
9/24	Cognition, emotion, self	Hutchison: Ch. 4 Mini case analysis	Theory presentation 1
9/26	Spirituality and religion in social work	Hutchison: Ch 6. Mindfulness and Yoga	Discussion Post 2
10/01	Application: Spirituality and religion from a strengths-based perspective	Mini case analysis	Theory presentation 2
10/03	Relationships and attachment	Hutchison: Ch. 5.	Discussion post 3
10/08	Application: Preventative intervention for at-risk families with young children	Canvas reading TBA	Theory presentation 3 Send draft of theory paper to peer reviewer
10/10	Disrupted attachment in children and youth in foster care Film: ReMoved		Discussion post 4
10/15	Writing workshop # 2 - Peer review	MID-TERM REVIEW	Critique of peer's theory paper
10/17		MID-TERM (Chapters 1, 2, 3, 5, 6, & 10)	

10/22	Trauma	Canvas reading TBA	Theory presentation 4
10/24	Application: Working with traumatized populations	Mini case analysis	Discussion post 5
10/29	Cultural competence and cultural humility	Hutchison Ch. 8	Theory presentation 5
10/31	Application: Conflict of cultures—working with clients whose cultural values do not align with our own	Mini case analysis	Theory presentation 6
11/5	Trends and functions of social institutions	Hutchison Ch. 9	Theory presentation 7 Discussion post 6
11/7	Guest Speaker: Chelsea Arnold Application: Providing social work services in the military	Mini case analysis	Theory paper due
11/12	Families systems theory	Hutchison: Ch. 10	Discussion post 7
11/14	Application: Working with complex families	Mini case analysis	Theory presentation 8
11/19	Application: Conducting psychoeducational parenting groups	Canvas reading TBA	Discussion post 8
11/21	Library work day for case paper		Discussion Post 9 Send draft of case analysis paper to peer reviewer.
11/26	Groups	Hutchison: Ch 11	Case analysis presentation
11/28	Writing workshop 3: Case analysis paper		Critiques of peer's case analysis paper
12/3	Communities	Hutchison: Ch 12 & 13	Case analysis presentation
12/5	Social movements	Hutchison: Ch 4	Case analysis presentation Discussion post 10
12/10	Social movements	Mini case analysis	Case analysis presentation
12/12	NO CLASS: READING DAY		Final draft of case analysis paper due
12/17			Final Exam on canvas

1. HBSE COMMON ASSIGNMENT: CASE ANALYSIS PAPER

To fulfill the EPAS competencies of 6.1, 7.2, 8.2, and 9.2 this is a common assignment for all sections of HBSE.

The assignment is for students to write a case analysis paper focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. **Students need to choose a case different from cases they may be assessing in other classes.**

The paper will have several parts:

Competency 6/Part 1 and 2:

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.

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

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

Competency 7/Part 3:

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 THREE Assessment of the Case: In reviewing the case, collect and organize the information data from the case study and describe a single problem that the targeted client system is facing in the case. Demonstrate critical thinking skills in analyzing the assessment of the case. Choose one theoretical framework that guided the assessment of the problem of the targeted client system. Use 3 references/citations of evidence-based, peer-reviewed literature (journal articles) to offer support documentation about the assessments of the problem described. All have to be referred journal articles published later than the year 2000.

Competency 8/Part 4:

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 FOUR Intervention Strategies: Develop intervention goals and select appropriate intervention strategies. Describe how the intervention strategies will be implemented. Be sure the problem has its own intervention strategy to address it. Be sure to use a theoretical framework to guide the intervention selection and implementation. Use 3 references of referred journal articles supporting the intervention chosen to address the problem identified and clearly stated in the assessment section of the case.

Competency 9/Part 5:

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 FIVE Evaluation of Practice: Select and use appropriate methods to evaluate the interventions selected. Write up how you would know if the intervention you chose was effectively dealing with the problem. In other words, tell how you would know if the intervention is working to address the selected problem. Be sure to use a theoretical framework to guide the evaluation of the intervention selected and implemented.

Format: (1pt)

The case analysis paper should be typed, double-spaced, 12-point Times New Roman font, at least 6 full pages in length (excluding title and reference pages), and must adhere to APA Manual 6th edition. This paper should be supported with a *minimum of 6 refereed journal articles*, although it is encouraged to have more. ALL 6 journal articles have to be recent, published after 2000. Three references are to be used as evidence-based sources of documentation in the assessment of the case and three references are to be used as evidence-based sources for the intervention strategies sections of the case analysis paper. Writing style, clarity, spelling/grammar problems, references in APA, length, etc. is considered in final grade.

This assignment is worth a total of 20 points.

2. CASE ANALYSIS GROUP PRESENTATION: Students will sign up for one case which will be presented in a group presentation. The specific cases that students can select are from the book.

Students will be assigned to a group to present. The group will present the introduction to the case, engagement of the client system, analysis of assessment of 3 problems, a theoretical framework, and 3 interventions addressing each of the 3 problems for the case. All aspects of the case analysis are to be grounded in theory, including justification for the intervention selection and implementation.

Presentations are to be 20 minutes, with a 10-minute discussion to follow. The group will address all components listed for the case analysis paper. Presenters are responsible for facilitating discussion and the other class members will actively ask questions, participate in the discussion, and provide feedback for the presentation, such as implications of the findings for social justice as well as alternate perspectives. All members of the group will complete a rubric to be turned in the day of the presentation that assigns a grade to themselves and all other members of the group.

The assignment is worth a total of 10 points.

3. APPLICATION OF THEORY PAPER. The application of theory paper gives students an opportunity to apply one of the theories in the course readings to a current event or social issue of their choice. Students will be assigned a theory and are welcome to select their own news article or issue of interest. The objective of this assignment is to a) demonstrate an in-depth understanding of the theory; b) apply the theoretical framework to a current event or pressing social issue; c) critically assess how the issue is relevant to the field of social work; and d) critically assess how this relates to human behavior in the social environment. Furthermore, this assignment allows students to connect course material and content to current affairs and events that influence social work practice.

Papers should be 5-7 pages in length, not including title and references pages, and typed in Times New Roman 12-point font, adhering to APA Manual 6th edition standards. Paper components:

1. Title Page – student name, affiliation, and title (abstract is not necessary)
2. Introduction to the overall issue/current event (2 points – 1-2 paragraphs)
 - a.) Provide a clear statement of the issue or current event.
 - b.) Identify the theoretical framework that you are applying
 - c.) Provide a rationale for why this is an important issue to study and the significance of the issue to social work.
 - d.) Establish the focus of the topic (thesis statement) – what is the current event or social issue you are addressing? What is the theoretical framework you are applying?
3. Application of Theory (4 points – about 3-4 pages)
 - a.) Briefly describe the main concepts and tenets of the theory you selected. The main focus of this section should be on justifying why this theory fits with the current event or social issue you selected. Organize the review by subheadings that guide the reader through a logical flow of ideas and strengthen your application of this theory by including **at least 3** citations of prior studies that have used your theoretical framework to a related social issue or event. This paper should be written in third-person. Do not use first person at any point in this paper.
 - b.) Use at least 3 references to justify your application of the theory—this should be in APA. Please make an appointment with the instructor, TA, or the writing center **before the paper is due** if you are unsure how to correctly apply APA formatting.
 - c.) Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.

4. Conclusions (3 points- 1 page)

Sum up the application of theory by answering:

- a.) How does this relate to the field of social work?
- b.) How is this relevant to human behavior in the social environment?
- c.) What limitations are there in applying this theory to the issue? How could these limitations be addressed?

5. Writing Style and References (1 point)

- a). Style formatting of citations throughout the paper and reference list must follow *Publication Manual of the American Psychological Association (6th ed)* -- APA citations must be used appropriately and often. **Failure to appropriately cite ideas that are not your own, will be considered plagiarism.** If you do not know if something needs a citation, consult the instructor, TA, or the writing center. Remember, if you are quoting material, you must put content inside quotations and add page numbers of where that quote can be found. Direct quotes should be limited.
- b). Grammar, spelling, coherence, and use of third person will be graded.
- c). Use at least 3 references to justify your application of the theory.
- d). Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.
- e) Typed, 12-point Times New Roman font, 5-7 full pages, double-spaced.

The assignment is worth total 10 points.

4. APPLICATION OF THEORY PRESENTATION

Students will be assigned a theory from the Hutchison book and will apply the theory to a current event or social issue of their selection to present to the class.

The presentation can be led by 1-3 students who are interested in a similar current event or social issue. In the case of presentations for 2-3 students, they are expected to meet and organize themselves outside of class to prepare. Each presentation should be 20 minutes in length, followed by a 10-minute question/answer discussion.

The presentation should cover the following:

1. Main concepts and underlying idea of the theory
2. Who developed the theory and how it has evolved
3. How this theory could be applied to a current event or social issue ?
 - a) Identify the social issue or current event
 - b) Justify *why* this particular theory could be used to explain the event/issue
 - c) Provide a critique of the limitations of the theory in explaining this event/issue
4. How this is relevant to social work?
5. How does this relate to human behavior in the social environment?
6. Provide 2-3 discussion questions to engage the class and encourage class discussion on the topic

The assignment is worth a total of 10 points.

5. PEER REVIEW ASSIGNMENT

Students will be assigned as a reviewer for one peer theory paper and one peer case analysis paper. Students are responsible for sending the rough draft of their papers to the assigned reviewer by **October 8, 2018**. They will then use the rubric on canvas to evaluate their peers' papers. The rubric and the paper with comments should be brought to class on **October 15, 2018**, for the peer review workshop.

As with the first workshop, all students should send their assigned reviewer a rough draft of the case analysis paper by **November, 21 2018**, so that students can complete the rubric and bring it to class for the second peer workshop on **November 28, 2018**.

This assignment is worth a total of 10 points—5 points for each workshop.

6. MIDTERM AND FINAL EXAMS . There will be a mid-term and final exam covering the readings and class lectures. If videos and guest lecturers are part of the class, then these will also be covered on exams. Exams are not cumulative. If you are unable to take an exam on the assigned date for any reason other than an emergency, you must notify the instructor at least one week in advance of the test date. On exam days, arrive in class on time. If you arrive late, extra time will not be given for the exam. The final exam will be made available on Canvas on the last day of class. Students are allowed to use notes, their textbooks, and other assigned readings to complete the final exam. Students are to complete the final exam alone and are NOT allowed to work with other students. The exam will be timed; students have 1.5 hours to complete the exam.

Both midterm and final exam are worth a total of 10 points each.

7. DISCUSSION POSTS. Throughout the semester, students are expected to complete 10 discussion posts online. Students should also respond to at least two of their classmates' posts per discussion post assignment. The questions will assess comprehension of the readings and give students the opportunity to apply concepts from the readings to real-world examples. Discussion post assignment due dates are found on the syllabus.

Discussion posts are worth a total of 10 points.

8. CLASS PARTICIPATION AND HOMEWORK. Ten percent of the total grade comes from class participation and homework. For each class period, students will receive participation points based on class participation and completion of homework assignments. If you are not present for class you will not be able to participate and therefore will not receive participation points for that day. Students who inappropriately use cell phones, computers, or any other technological device during class will have points deducted from their participation grade.

Participation is worth a total of 10 points.

X. BIBLIOGRAPHY

(May be helpful to better understand the application of theory to engagement, assessment, intervention, and evaluation.)

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