

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

COURSE/UNIQUE NUMBER: SW 381R(60500)	INSTRUCTOR: ROWENA FONG, ED.D.
SEMESTER: FALL 2015	OFFICE NUMBER: 3.122G
MEETING TIME: MON 11:30-2:30PM	OFFICE PHONE: (512) 471-1393
MEETING PLACE: SSW 2.116	OFFICE HOURS: MON 2:30-3:30PM AND BY APPT
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**THEORIES AND CRITICAL PERSPECTIVES
OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

I. Course Description

This graduate-level course will focus on understanding how people behave in their social environments. The focus is on empirically based theories and conceptual approaches that undergird social work practice and research with individuals and families in social systems. Ecological-systems theory and a lifespan developmental framework will serve as conceptual guideposts for understanding social work's person-in-environment, contextual approach to the reciprocal relationship between human behavior and the social environment. Other traditional and alternative theories are also examined, including Psychodynamic, Cognitive Behavioral, Social Learning, Empowerment, Psychosocial, and Feminist and Critical Race.

A critical perspective is emphasized to understand (1) theoretical knowledge construction, assessment, intervention, and practice integration, and (2) theoretical relevance to explain the influence and contribution of factors related to race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability to human behavior and development. Methodological, empirical, and ethical considerations of contemporary issues (i.e., poverty, privilege, oppression, risk, and resiliency) and multi-dimensional aspects of the human experience and change across the lifespan (i.e., biological, psychological, social, cultural, and spiritual) will be critically examined.

II. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge about and critically analyze relevant theories of human behavior and development comparing definitional components, philosophical underpinnings, value assumptions, strengths, and limitations. **(PB23)**
2. Analyze the reciprocal relationships of human behavior and social systems, and how this interaction influences health and well-being as well as risk and vulnerability. **(PB24)**
3. Describe the social construction of theoretical concepts, empirical evidence, gaps in knowledge, and relevant controversies regarding theories of human behavior and development. **(PB23)**

4. Analyze the impact of such factors as race, ethnicity, culture, gender, age, sexual orientation, religion, socio-economic status, and physical and mental ability on risk and resilience, identity development, and human interactions within social systems. **(PB24)**
5. Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development. **(PB24)**
6. Conduct a scientific review of empirical evidence and theory to address human behavior and development topics. **(PB23)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

E.P. 2.1.7 Apply knowledge of human behavior and the social environment.

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

Objectives 1, 3 and 6

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

PB24 Critique and apply knowledge to understand person and environment.

Objectives 2, 4 and 5

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

III. Teaching Methods

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

IV. Required Readings

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

Scales, T. L., & Wolfer, T. A. (2006). *Decision cases for generalist social work practice: Thinking like a social worker*. Thompson: Brooks/Cole, CA.

V. Course Requirements

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

Assignments	Points
Literature Review Research Paper	15 pts
Case Analysis Paper	10 pts
Mid-term Exam	25pts
Case Analysis Group Presentation	10pts

Final Exam	25pts
Case Homework Sheets	10pts
Attendance	5 pts
TOTAL	100 pts

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

Class participation. Students will receive allotted points of their total grade for their class attendance, class participation and professional conduct. Attendance will be taken every class period. A student may be excused and miss two classes without penalty. For each additional class missed, one point will be deducted from the class participation grade.

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

In addition, students who inappropriately use cell phones, computers, or any other technological device during class will have points deducted from their participation grade.

VI. Grading Scale

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

VII. Class Policies and Expectations

- 1. Class Attendance.** Class attendance is required every class period for the entire class period. Attendance will be taken each class. It is the student's sole responsibility to sign the attendance sheet each class. Students may not sign in for each other because that would be forgery and violating UT's expectations for academic integrity. This behavior may result in academic dismissal from UT or from the SSW.
- 2. Excused Absences.** Students are allowed to excuse two absences due to unforeseen circumstances. Any classes missed beyond the 2 excused absences will be deducted 1 point per class. Any class material missed due to class absence is the student's sole responsibility.
- 3. Class preparation.** Students are expected to complete the chapter and case readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to demonstrate through discussions that one has comprehended the readings will be considered in assigning the class participation grade.
- 4. General assignment requirements.** All assignments must be typed in double spaced and have one inch margins, typed in Times New Roman 12 point font. References/sources used in papers must be in APA format and from evidenced based journals. If questions about the credibility of a reference arise, consult with the instructor. The instructor is available by

email to answer questions about assignments. Students should submit questions or requests for clarifications at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response.

Assignments are expected to be completed by the class unless the professor changes the assignment, which if done will be with class discussion and majority vote approval before the assignment is change.

5. **Assignment due dates.** Students will be penalized 3 points for each calendar day that an assignment is late. UT does not allow Incompletes (grade of X) to provide additional time to complete assignment. Students will be informed of any changes in assignments, due dates, and other class content. Make sure your assignment when emailed to the professor included your attachment and it successfully reached the professor on time. If not, it may result in not receiving credit for the assignment if you did not check your computer and the professor never got the assignment. If late, there will be 3 points deducted for every day starting from the day it was due. If an extension is requested for an assignment, it needs to be requested 24 hours before the assignment is due.
6. **Electronics.** It is expected that students will give full attention to the professor, guest lecturer, classmates, or the classroom activity that is happening. So to facilitate classroom communication, students may not use social media, the Internet, email, or cell phones (including texting) during class. If a laptop is required for notetaking, permission from the professor is required.

VIII. Course Schedule

Class #	Topic	Dates	Readings/Homework	Assignments Due
1	Welcome/Introduction	M 8/31	Review: -Syllabus -HBSE Content -Literature Review Paper -Decision Cases for Practice Paper	
2	- A Multidimensional Approach for SW Practice - NASW CODE of Ethics and Decision Cases; - Writing Literature Review Papers Film: Postville USA	M 9/14	Hutchison, Ch 1 Scales & Wolfer, Ch 1	Case Selection for Case Analysis Paper DUE Discussion Topic Selection DUE
3	Theoretical Perspectives On Human Behavior Discussion Topic: Integrating Theory, Research into Practice	M 9/21	Hutchison Ch 2 Scales & Wolfer, Ch 2	

Class #	Topic	Dates	Readings/Homework	Assignments Due
4	The Biological Person Discussion Topic: Working in Medical Systems	M 9/28	Hutchison Ch 3 Scales & Wolfer, Case 4	Case homework
4	The Psychological Person Discussion Topic: Integrating Cognition and Emotion in Assessments	M 9/28	Hutchison Ch. 4 Scales & Wolfer, Case 1	Case homework
5	The Psychosocial Person Discussion Topic: Coping with Stress	M 10/5	Hutchison Ch. 5 Scales & Wolfer, Case 5	Literature Review Paper DUE
5	The Spiritual Person Discussion Topic: Recognizing Religion/ Spirituality as Protective and Risk Factors Film: Rain in a Dry Land	M 10/5	Hutchison Ch. 6 Scales & Wolfer, Case 11	Case Homework
6	The Physical Environment Discussion Topic: Understanding Place Attachment	M 10/12	Hutchison Ch. 7 Scales & Wolfer, Case 10	Case Homework
6	MID-TERM REVIEW	M 10/12	Review Chapters 1-7	Case Homework
7	MID-TERM EXAM	10/19	Chapters 1-7	MID-TERM EXAM
7	GUEST SPEAKER: Dr. Allan Cole	M 10/19		

Class #	Topic	Dates	Readings/Homework	Assignments Due
8	<p>Culture</p> <p>Discussion Topic: Assessing the intersectionality of identities</p> <p>(Race, Ethnicity, Social Class, Gender, Sexual Orientation)</p> <p>Film: Winds of Change</p>		<p>Hutchison Ch. 8</p> <p>Scales & Wolfer, Case 2</p>	Case Homework
9	<p>Social Structure and Social Institutions</p> <p>Discussion Topic: Working on Change within Institutions</p>	M 10/26	<p>Hutchison Ch. 9</p> <p>Scales & Wolfe, Case 3</p>	Case Homework
9	<p>Families</p> <p>Discussion Topic: Working with GLBT Families</p>	M 10/26	<p>Hutchison Ch 10</p> <p>Scales & Wolfer, Case 12</p>	Case Homework
10	<p>Small Groups</p> <p>Discussion Topic: Handling Conflicts in Groups</p> <p>Film: The Color of Fear</p>	M 11/9	<p>Hutchison Ch 11</p> <p>Scales & Wolfer, Case 7</p>	Case Homework
11	<p>Formal Organizations</p> <p>Discussion Topic: Avoiding Burnout</p>	M 11/16	<p>Hutchison Ch 12</p> <p>Scales & Wolfer, Case 6</p>	Case Homework

Class #	Topic	Dates	Readings/Homework	Assignments Due
11	Communities Discussion Topic: Developing Community Engagement Film: When Child Welfare Makes A Difference Speaker: Chris Johnson	M 11/16	Hutchison Ch. 13 Scales & Wolfer, Case 9	Case Homework
12	Social Movements Discussion Topic: Working with Victims of Human Trafficking Film: Central Texas Coalition Against Human Trafficking	M 11/23	Hutchison Ch. 14	Case Analysis Paper DUE
12	FINAL EXAM REVIEW	M 11/23	Chapters 8-14	
13	FINAL EXAM	M 11/30	FINAL EXAM	

IX. COURSE ASSIGNMENTS

1. CASE ANALYSIS REQUIREMENTS AND GUIDELINES

Assignment for Case Analysis Paper: Case 8

The case analysis paper should be typed, double-spaced, 12 point Times New Roman font, at least 8 full pages in length (excluding title and reference pages), and must adhere to APA 6th edition. Each paper should be supported with a *minimum of 6 refereed journal articles*. 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.

Introduction (2 points – 2 pages): Briefly identify major elements (i.e., people, setting, situations) in the case. Be sure to indicate who you are identifying as targeted the client system. Be sure that this introductory background information about the case is focused on and relevant to the targeted client system. Remember that the targeted client system can be an individual, or family, or community, or institution. Check to make sure the information about the targeted client system is grounded in the case information presented about the case in the book and not based on assumptions, stereotypes, or biased opinions.

Assessment of the case (3 points - 3 pages): In reviewing the case, describe 3 problems which the targeted client system is facing in the case. Make it clear how your chosen theoretical framework guided the assessment of three problems of the targeted client system. Use 3 references of evidence-based, peer-reviewed literature (journal articles) to offer support documentation about the assessments of the 3 problems described. Be clear about what theory is guiding the assessments of the targeted client's problems. You can choose at least one theory to guide the assessments of all the problems or it can be more than one theory.

Intervention Strategies (3 points - 3 pages): Using 3 references of evidence-based, peer-reviewed literature (journal articles) related to the problem or area of human behavior in the social environment, identify a possible intervention addressing each one of the 3 problems identified and clearly stated in the assessment of the case. So each problem has to have its own intervention strategy to address it. Be sure to use a theoretical framework to guide intervention selection and implementation. You can choose at least one theory to guide all the interventions strategies or it can be more than one theory.

Writing style, clarity, spelling or grammar problems, references in APA, length, etc. is worth 2 points in the case analysis paper. The case analysis paper is 10 points.

1. CASE ANALYSIS GROUP PRESENTATION: Students will sign up for one case analyses presentation based on one of their top 3 choices. They will be assigned into a group to lead the case discussion for each case. The group will present the introduction to the case, analysis of assessment of the 3 problems with a theoretical framework, and 3 interventions addressing each of the 3 problems for the case, grounded in theoretical frameworks for the intervention selection and implementation. The group will lead a mock team meeting where classmates will contribute to further analysis of the case based on the homework sheet done by all students, except those who are leading the group presentation. Students are expected to attend class for all case presentations and written homework input will be collected each case analysis presentation. So those students who are doing the case analysis group presentation are not expected to turn in a homework sheet on the day of their group presentation.

The purpose of presenting your case analysis is to gain experience presenting a case and engaging and describing your opinions to your peers. The presentation will mirror a case meeting that many social workers have at their practice settings. Thus, the entire class will be contributing to the discussion. Presentations will last for approximately 25-30

minutes. The group will address all the components listed for the final case analysis write-up. Presenters will lead the discussion and class members will actively ask questions throughout the presentation and provide feedback to the presentation in terms of implications of the findings of the group. Creativity is HIGHLY encouraged...please make it interesting! Each member of the group will be given a group grade. The assignment is 10 points.

3.MIDTERM AND FINAL EXAMS . There will be a mid-term exam 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 two weeks in advance of the test date. If you do not, then it may result in not taking the exam. On exam days, arrive in class on time. If you arrive late, extra time will not be given for the exam. If you do not take the exams, you may be in jeopardy of not passing the course. Both midterm and final exam are 25 points each.

4.LITERATURE REVIEW RESEARCH PAPER There will be a literature review research paper due at the beginning of the semester on a topic of interest to the student. **Students may want to choose a topic that will relate to the case analysis paper and case analysis group presentation since references of journal articles are required in these assignments.**

Papers should be typed Times New Roman 12 point font within 9-10 double-spaced pages of text and does not include counting the title and reference page. The reference page must include at least 8 references of journal articles. References are to be current refereed journal articles ---need to be published after the year 2000.

Title Page – student name and title included (abstract is not necessary)

Introduction to the overall issue/problem area (*3 points – about 1 page*)

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

- a). Establish the focus of the topic – what is the social or clinical problem you are addressing? (1 point)
- b). Must include demographic information: how many people have the problem or are impacted by the topic area (epidemiology) and how large is this problem (does it have societal cost as well as individual cost? (1 point))
- c). Explain the rationale for why this is an important issue to study; what is its significance to social work? (1 point)

Review of the literature (*6 points – about 6-7 pages*)

Although a literature review is a description of relevant research on your topic, it is not simply a summarization of a few studies; the literature must be synthesized as it relates to issues or subtopics in your area. Synthesizing means critical thinking and critiques of the empirical research articles are expected in the review. Organize the review by subheadings that guide the reader through a logical flow of ideas. When citing literature on your topic, group your references together when they point to a common issue you are discussing. Point out conflicts in the literature, as indicated by critical thinking skills. Use

the results of studies you are citing to show empirical evidence related to the topic you are discussing. The literature review presents others' ideas; therefore, it is written in third-person. Do not use first person in any part of the literature review.

Be sure your literature review can address a research question that you want to find an answer to; for example, what are some interventions used to avoid burnout? Or what kinds of immediate supports do victims of human trafficking need when they initially settle into the United States?

- a). Use at least 8 evidence-based, peer-reviewed journal articles for your literature review (only 1 website may be used in reference list for demographic information).
- b). Use current literature (try to use literature published no earlier than 2000) from peer-reviewed sources.
- c). Only include literature that is relevant to your topic.
- d). Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.
- e) Be sure to include evidence-based research studies and summarize the sample, methodology, and findings in the empirical studies.

Conclusions (3 points- 2pages)

Sum up the literature by answering: 1) What do the studies suggest needs to be done next? (1 point)

2) What does this literature review mean for the field of social work? (1 point)

3) What are possible implications for research, policy, and practice that you recommend for future directions (1 point)

Writing Style and References (3 points)

- a). Style formatting of citations throughout the paper and reference list must follow *Publication Manual of the American Psychological Association* -- citations must be used appropriately and often. Remember, if you are quoting material exactly, you must put content inside quotations and add page numbers of where that quote can be found.
- b). Grammar, spelling errors, incoherence in writing, or using the first person instead of the third person voice will be graded.
- b). Grammar, spelling errors, incoherence in writing will be graded.
- c). Use at least 8 evidence-based, peer reviewed journal articles for your literature review (only 1 website may be used in reference list for demographics).
- d). Use current literature (try to use literature published no earlier than 2000) from peer-reviewed journal article sources. Magazines and newspapers are not peer-reviewed sources.
- e). Only include literature that is relevant to your topic.
- f). Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.
- g) Typed, 12 point Times New Roman font, 9-10 pages, double-spaced, APA format required.

The assignment is worth 15 points.

X. University Policies

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

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

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

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

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community

agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

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

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's

Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

ADDITIONAL REFERENCES

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

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- Kulis, S., Marsiglia, F. F., & Hurdle, D. (2003). Gender identity, ethnicity, acculturation and drug use: Exploring differences among adolescents in the Southwest. *Journal of Community Psychology, 13*(2), 167-188.
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