

**THEORIES AND CRITICAL PERSPECTIVES OF HUMAN BEHAVIOR AND THE
SOCIAL ENVIRONMENT
SW 381-R
THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

UNIQUE NUMBER: 60520

SEMESTER: FALL 2015

MEETING TIME: THURS 5:30-8:30 p.m.

CLASSROOM: SSW 2.130

INSTRUCTOR: ROSALIE AMBROSINO, PHD

OFFICE LOCATION: 3.104A

OFFICE HOURS: WED 1-2, TH 3-5

AND BY APPOINTMENT

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I. STANDARDIZED COURSE DESCRIPTION

This graduate-level course will focus on empirically based theories and conceptual approaches that undergird social work practice and research with individuals and families in social systems. Ecological-systems theory and a lifespan developmental framework will serve as conceptual guideposts for understanding social work's person-in-environment, contextual approach to the reciprocal relationship between human behavior and the social environment. Other traditional and alternative theories are also examined, including psychodynamic, cognitive behavioral, social learning, empowerment, transpersonal and feminist. A critical perspective is emphasized to understand (1) theoretical knowledge construction, evaluation and 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. STANDARDIZED COURSE OBJECTIVES

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

1. Demonstrate knowledge about and critically analyze relevant theories of human behavior and development comparing definitional components, philosophical underpinnings, value assumptions, strengths, and limitations (**PB23**);
2. Analyze the reciprocal relationships of human behavior and social systems, and how this interaction influences health and well-being as well as risk and vulnerability (**PB24**);
3. Describe the social construction of theoretical concepts, empirical evidence, gaps in knowledge, and relevant controversies regarding theories of human behavior and development (**PB23**);
4. Analyze the impact of such factors as race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability on risk and resilience, identity development, and human interactions within social systems (**PB24**);

5. Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development (**PB24**);
6. Conduct a scientific review of empirical evidence and theory to address human behavior and development topics (**PB23**).

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

E.P. 2.1.7

Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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

Objectives: 1, 3, & 6

Assignments: Literature review paper, case analysis, case analysis presentation and exams

PB24 -- Critique and apply knowledge to understand person and environment.

Objectives: 2, 4, & 5

Assignments: Literature review paper, case analysis, case analysis presentation and exams

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, speakers, 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. READINGS

Required Texts and Readings

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

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

Selected Readings: Additional readings from other books and journals will also be assigned, and will be available either on UT Canvas or electronically through the UT Library.

Recommended Text

American Psychological Association (APA) (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements (further guidance for class participation and assignments is included in the syllabus appendix):

1. **Student Participation** - Attendance and active participation are critical to the teaching and learning in this class. Students are expected to be in class, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them; and “being present” and involved in experiential activities and discussions. Students will also be expected to submit one page case synopses of those case studies discussed in class that they are not presenting – 10% of final grade
2. **Literature Review Paper** – Students are expected to use critical thinking to complete a scholarly literature review on a selected human development/behavior topic that may be confronted in social work settings. This paper allows you to examine a specific topic, problem, or issue in depth by reviewing what other scholars have written about it. Students will submit an initial draft and receive a grade and feedback from the instructor. They will then revise their review based on instructor feedback and add an additional component incorporating appropriate theoretical content for submission later in the semester - 10% of final grade for the draft; 20% of final grade for the final submission
3. **Case Analysis** – This course will be taught using a case study approach. Four cases included in the Scales and Wolfer text (2006) will not be discussed in class. Students will choose one of these cases to formally analyze and submit as a written assignment. Students may only choose from cases 7, 8, 11, and 12 in the text – 20% of final grade
4. **Group Presentation of Case Analysis** – Students will work in small groups to apply several different theories to a case example from the Scales and Wolfer text (2006) and share their findings in a 45-minute class presentation and facilitated discussion - 10% of final grade
5. **Exams** – Two take-home exams that use a film as a case study and focus on application of theory and human behavior content from texts and class sessions will be given, one at mid-semester and one at the end of the semester. Exams will be posted one week before they are due with specific page limits required for each response - 15% toward final grade for each exam

In order to receive a passing grade, ALL assignments need to be completed and expectations for class participation met.

<u>Summary of Assignments</u>	<u>Date Due</u>	<u>Points</u>
Literature Review Draft	October 1 at 11:59 p.m.	10
Final Literature Review with Theory Section Added	November 19 at 11:59 p.m.	20
Case Analysis (#7, 8, 11 or 12)	November 5 at 11:59 p.m.	20
Group Presentation of Assigned Case Analysis	as assigned	10
Mid-term Exam	October 22 at 11:59 p.m.	15
Final Exam	December 3 at 11:59 p.m.	15
Class Participation/ Case Synopses	Synopses due on days of student presentations at beginning of class	10

VI. GRADING

Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. Please note that you will not earn credit for MSSW courses if your final grade falls below a 'C'. You must earn a 'C' or above for credit to be given for the course.

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

A = Superior work: The assignment significantly exceeds expectations listed in the syllabus. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., writing coherent, ideas synthesized, discussion well developed).

B = Good Work: The assignment meets all the requirements and demonstrates evidence of in-depth critical thinking and analysis.

C = Average Work: The assignment meets the requirements or has minor gaps but lacks evidence of in-depth critical thinking and analysis. Remember, a C- (73 points) or lower is noted as a course failure and will require re-taking the course.

D - failing = Poor/failing Work: The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis.

60.0 to 63.999 D-

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 rosalie.ambrosino@gmail.com. I check my e-mail and phone messages regularly and will respond as quickly as possible.
2. **Attendance:** This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one or more course grades lower than their final grade when points are totaled.
3. **Submission of Papers and Late Assignments:** Assignments must be submitted to the instructor at the beginning of the class or electronically (email) by 11:59 p.m. the day that an assignment is due depending on instructions in the syllabus. Note that if you choose to submit the assignment electronically after our class period ends, you must be in class that day for the assignment to be accepted. Once I receive the assignment electronically, I will notify you that I have received it and let you know if there are any problems in opening the attachment. All assignments must be turned in on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. Late assignments will result in a deduction of **5%** for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement.
4. **APA & References:** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment.
5. **Course Feedback:** Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.
6. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in her/his absence; all changes will be published on Canvas.

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.

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.

IX. COURSE SCHEDULE

Date	Topic/Content and Class Activities	Readings/Assignments Due
Class 1 August 27	Introduction and course overview Establishment of guidelines for class discussion	Syllabus
Class 2 September 3	A multidimensional approach to human behavior and social work practice Decision cases Writing literature reviews Film: <i>Postville USA</i>	Hutchison, Chapter 1 Scales & Wolfer, Chapter 1 DUE: Possible literature review topics with preferred case assignments
Class 3 September 10	Theoretical perspectives on human behavior and the social environment Integrating theory, research, and practice Finalization of case presentations and literature review topics	Hutchison, Chapter 2 Scales & Wolfer, Chapter 2 Canvas: Saleebey, The strengths perspective Canvas: Ambrosino et. al, The ecological/systems framework <i>Human Behavior in the Social Environment</i> 8

Class 4 September 17	Lifespan development Case #4	Scales & Wolfer, Case #4 Canvas: Robbins, Chatterjee & Canda, Chapter 7 Hutchison, <i>The changing life course perspective</i> , Chapter 1
Class 5 September 24	The biological person Case #5 Case #8 Working with Medicaid and health care systems	Hutchison, Chapter 3 Scales & Wolfer, Case #5 Scales & Wolfer, Case #8
Class 6 October 1	The psychological person Group presentation - Case #1 Integrating cognition and emotion in assessments	Hutchison, Chapter 4 Scales & Wolfer, Case #1 DUE: Brief of Case 1 at beginning of class if not presenting case DUE: Draft of Literature Review Paper at 11:59 p.m.

Class 7 October 8	The psychological person Relationships, stress, and coping Group presentation - Case #3	Hutchison, Chapter 5 Scales & Wolfer, Case #3 DUE: Brief of Case 3 at beginning of class if not presenting case
Class 8 October 15	The spiritual person Recognizing religion/spirituality as protective and risk factors Case #12 Film: <i>Rain in a Dry Land</i>	Hutchison, Chapter 6 Scales & Wolfer, Case #12 Mid-term posted
Class 9 October 22	The physical environment Understanding place attachment Group Presentation - Case #10	Hutchison, Chapter 7 Scales & Wolfer, Case #10 DUE: Brief on Case #10 at beginning of class DUE: Mid-term at 11:59 p.m.
Class 10 October 29	Culture Social structure and social institutions Assessing the intersectionality of identities Group presentation - Case #2 Case #11 Film: <i>When child welfare makes a difference</i>	Hutchison, chapters 8 and 9 Scales & Wolfer, Case #2 Scales & Wolfer, Case #11 Canvas: Ortega & Coulhorn, Training child welfare workers DUE: Brief on Case #2 at beginning of class

Class 11 November 5	Families Working with transracial and LGBTQ families Group Presentation - Case #6	Hutchison, Chapter 10 Scales & Wolfer, Case #5 DUE: Brief on Case # 6 at beginning of class DUE: Case Assessment at 11:59 p.m.
Class 12 November 12	Groups and Formal organizations Technology Case #7 Handling conflict in groups Film: <i>The Color of Fear</i>	Hutchison, Chapter 12 Scales & Wolfer, Case #7 Canvas: Vaughn et al., Chapter 11
Class 13 November 19	Communities and social movements Developing community engagement Group Presentation - Case #9	Hutchison, Chapters 13 and 14 Scales & Wolfer, Case #9 DUE: Brief on case #9 at beginning of class Final literature review due at 11:59 p.m. Take-home exam posted
November 26	THANKSGIVING BREAK (HBSE observations of family and friends)	
Class 14 December 3	Integrating HBSE and practice Future directions Celebration and closure	DUE: Take-home exam at 11:59 p.m.

X. SUGGESTED SOURCES (Not intended to replace your own literature searches)

Adams, K. B., Sanders, S., & Auth, E. (2004). Risk and resilience factors of loneliness and depression in residents of independent living retirement communities. *Aging and Mental Health, 8*(6), 465-475.

Ainsworth, M.D. (1979). Infant-mother attachment. *American Psychologist, 34*(10), 932-937.

Ambrosino, R.A., Ambrosino, R. J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction* (8th ed.). Boston, MA: Cengage Learning.

Anderssen, N., Amlie, C., & Ytteroy, E.A. (2005). Outcomes for children with lesbian or gay parents: A review of studies from 1978 to 2000. *Scandinavian Journal of Psychology, 43*, 335-351.

Applegate, J.S. (2000). Theory as story: A postmodern tale. *Clinical Social Work Journal, 28*(2), 141-153. Human Behavior in the Social Environment |

- Arber, S. (2003) Gender, marital status and ageing: Linking material, health and social resources. *Journal of Aging Studies*, 18(1), 91-108.
- Atwood, N. C. (2001). Gender bias in families and its clinical implications for women. *Social Work*, 46(1), 23-38.
- Baumrind, D. (2000). Authoritarian vs. authoritative parental control. *Adolescence*, 3(11), 255-272.
- Berk, L.E. (2014). *Development through the lifespan* (6th ed.). Boston: Allyn and Bacon.
- Bermudez, E. (2009, June 21). From homeless to Harvard: Graduate sets sight on success. *Seattle Times*. Retrieved from: http://seattletimes.nwsources.com/html/education/2009364589_harvard21.html.
- Bracken, K. & Olsen, E. (2010, April 30). Bent, not broken. *New York Times*. Retrieved from: <http://www.nytimes.com/2010/05/02/nyregion/02back.html?emc=etal>.
- Bronfenbrenner Life Course Center at Cornell University:
<http://www.human.cornell.edu/che/BLCC/index.cfm>
- Brown, C.S. & Bigler, R.S. (2005). Children's perceptions of discrimination: A developmental model. *Child Development*, 76(3), 533-553.
- Biggerstaff, M. A., Morris, P. M., Nichols-Casebolt, A. (2002). Living on the edge: Examination of people attending food pantries and soup kitchens. *Social Work*, 47(3), 267-277.
- Borowsky, I. W., Ireland, M., Resnick, M. D. (2001). Adolescent suicide attempts: Risk and protectors. *Pediatrics*, 107(3), 485-494.
- Branch, C.W. (2001). The many faces of self: Ego and ethnic identities. *Journal of Genetic Psychology*, 162(4), 412.
- Bui, H. N. (2003). Help-seeking behavior among abused immigrant women: A case of Vietnamese American women. *Violence Against Women*, 9(2), 207-237.
- Burt, J.A., & Mutchler, J. E. (2003). English language skills, ethnic concentration, and household composition: Older Mexican immigrants. *The Journals of Gerontology Series B*, 58, S83-S92.
- Carter, C.S. (2002). Perinatal care for women who are addicted: Implications for empowerment. *Health and Social Work*, 3(27), 166-174.
- Chisholm, J.F. (1999). The sandwich generation. *Journal of Social Distress and the Homeless*, 8(3), 177-191.

- Collins, D., Jordan, C., & Coleman, H. (1999). Diverse family structures. In *An introduction to family social work*. Itasca, IL: F.E. Peacock Publishers, Inc., pp. 20-38.
- Conyers, J. (2007). The 2005 reauthorization of the violence against women act: Why congress acted to expand protections to immigrant victims. *Violence Against Women, 13*(5), 457- 468.
- 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.
- Deepak, A.C. (2005). Parenting and the process of migration: Possibilities within South Asian families. *Child Welfare, 84*(5), 585-606.
- Dodge, K.A. & Pettit, G.S. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology, 39*(2), 349-371.
- 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.
- Eamon, M. K. (2001). The effects of poverty on children's socio-emotional development: An ecological systems analysis. *Social Work, 46*(3), 256-266.
- Early, T.J. & Glenmayer, L.F. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work, 45*(2), 118-130.
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- 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.
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- Fulgini, A.J., Witkow, M., & Gardner, D.M. (2005). Ethnic identity and the academic adjustment of adolescents from Mexican, Chinese, and European backgrounds. *Developmental Psychology*, *41*, 799-811.
- Garcia Coll, C., Lamberty, G., Jenkins, R., McAdoo, H.P. Crnis, K., Wasik, B.H. & Garcia, H.G. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, *67*, 1891-1914.
- Garcia Coll, C. & Szalacha, L.A. (2004). The multiple contexts of middle childhood. *The Future of Children*, *14*(2), 81-97.
- Gardiner, H. & Kosmitzki, C. (2011). *Lives across Cultures: Cross-cultural human development* (6th ed.). Boston: Allyn and Bacon, Pearson Education.
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APPENDIX

ASSIGNMENT GUIDELINES

1. LITERATURE REVIEW

Draft due October 1 at 11:59 p.m., Final due November 19 at 11:59 p.m. by email to the instructor in an attached word document. Draft counts 10% toward your final grade; final paper counts 20%.

Students will be required to complete a literature review research paper that integrates theory on a human behavior-related topic of interest to the student. The objectives of this assignment are:

- To apply critical thinking skills in completion of a scholarly literature review.
- To demonstrate mastery of the use of American Psychological Association (APA) format.
- To review evidence-based literature regarding a topic of interest related to a human development and behavior problem area.
- To relate theory(ies) to a human development and behavior problem area (this will be incorporated in your final paper submission).

Students are expected to use critical thinking to complete the scholarly literature review on a selected human development and behavior problem area related to the case selected for group presentation. Potential topics for this literature review are due in class on September 3, 2015.

This paper allows students to conduct an in-depth examination of a specific topic through a review of what other scholars have written about the problem. Suggested topics might be veterans with PTSD, women experiencing homelessness, welfare reform and its impact on families, substance abuse experienced by youth, depression among residents of assisted living facilities, identity issues experienced by Latina teens, or barriers to employment experienced by undocumented immigrants. Topics must relate to the case study you are assigned to present in class (i.e., problem is experienced by one of the primary targeted individuals or groups in your case).

Students must demonstrate critical thinking skills and mastery of American Psychological Association (APA) style in this paper. Students should analyze and synthesize 10 evidence-based, peer reviewed journal articles (8 must be included in your initial submission.). The paper should be no more than 8-10 double-spaced pages using Times New Roman 12 point font (not including title or reference list pages), written in APA format. APA style headings and subheadings should be used throughout. At least one theory needs to be reflected in at least one of the 10 journal articles.

Students are expected to complete a draft of this paper for submission on October 1, 2015. The draft will be reviewed and returned to students with comments. Students will then have an opportunity to revise the paper, including incorporation of a relevant theory/theoretical framework, and submit a final version on November 19. Completion of the draft paper will count 10% toward your final grade. Completion of the revised and final paper will count an additional 20% toward your final grade.

Suggested Literature Review Paper Outline

I. Introduction to the overall issue/problem area (suggested length – 1-2 paragraphs)

Provide a clear statement of the issue on which you are focusing, including the importance or significance of the issue to social work.

- a) What is the social or clinical problem you are addressing?
- b) Why is this an important topic to focus on in social work?
- c) Who are the people involved?

- d) Who are the people impacted and how many people are impacted?
- e) How large or widespread is the problem?
- f) Other relevant information to introduce the reader to the topic
- g) Rationale for why this is an important topic for social workers?

II. Review of the literature (suggested length 6-7 pages)

A literature review is a description of relevant research on your topic. This is the largest section of your paper and must include a wide variety of literature to support the discussion of the major problem area. It is not simply a summary of a few studies; the literature must be synthesized as it relates to issues or subtopics in your area. Synthesis should include describing the target problem, the various factors that might be associated with your primary target problem, and what the research shows in relation to these factors. For example, if your target problem is homelessness experienced by women with children, discussing factors such as interpersonal violence in relation to homelessness would be useful. Make sure you are choosing factors that you find in the literature. Let the literature guide you. Don't make your target problem so extensive (i.e., poverty) that you become overwhelmed by the literature. You may need to find a way to narrow your topic (i.e., poverty experienced by undocumented immigrants).

Provide evidence about assessments and interventions relevant to the problems of the client(s) in the case you chose. Be sure your review addresses implications of diversity/cultural competence.

Organize the literature review by subheadings that guide the reader through a logical flow of ideas. Note also that a literature review is not a summary of studies, but a synthesis of ideas. When citing literature on your topic, group your references together when they point to a common issue you are discussing. Point out agreements as well as conflicts in the literature. Use the results of studies you are citing to show empirical evidence related to the topic you are discussing. The literature review presents others' ideas; therefore, it is written in third-person. Do not use first person in any part of the literature review. Use 10 or more peer-reviewed articles for your literature review with at least one article covering theoretical content.

- a). Use current literature (i.e. after 2000) from peer- reviewed sources.
- b). Only include literature that is relevant to your topic.
- c). Use quotations sparingly but citations often. Paraphrase information from the literature with appropriate references.
- d). Make sure the topics flow logically and move from one point to another with appropriate transitions between paragraphs.

III. Theory (suggested length 2 pages)

In your final submission, you will add at least one specific theory we have covered in the course this semester that relates to your topic. Be detailed about the theory itself, describing some of the major components or concepts that make up the theory. This section should provide enough of a description of the theory that someone not familiar with it would understand it to some degree. Be sure you have at least one journal article that discusses this theory relevant either to assessment or intervention and to the problems of the client in the case you chose. (This section and related references can be added to your paper in your final submission, or if you want early feedback, you can include this content initially and then revise it in your final submission, as we will have covered additional content on theory throughout the semester.)

IV. Conclusion (suggested length 1-2 paragraphs)

Summarize the literature and provide concluding thoughts on future directions and implications for social work practice in assessments and interventions. Don't just regurgitate what others have said. This is your opportunity to use your synthesis of findings to come up with your own perspectives and conclusions. Note that you may want to revise your conclusion in your final document, drawing on the theory as well as additional content you have learned about throughout the semester.

V. Writing Quality and References

- a). 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.
- b). 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.

Grading of the Literature Review Paper will be based on the following:

- Introduction (5 points)
- Review of Literature (50 points in final paper; 70 points in draft)
- Theory (20 points, final paper only)
- Conclusion (5 points)
- Appropriateness of Sources and Relevance to Case (10 points)
- Writing Quality (10 points)

Total: 100 Points (draft will count 10% toward final grade; final paper will count an additional 20%)

2. CASE ANALYSIS PAPER

This paper will be due November 5 at 11:59 p.m., submitted to the instructor via email in an attached word document. It will count 20% toward your final grade.

Students are required to complete a written case analysis. The objectives of this assignment are:

- To apply critical thinking to the problem identification, assessment and intervention planning 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.

The case analysis paper should be written using one of the following cases in Scales and Wolfer (2006): Case #7, #8, #11, or #12. The case analysis paper should be at no more than 6-7 full double-spaced, 12 point font, pages in length (excluding cover and reference pages) and must adhere to APA 6th edition guidelines. This analysis should be supported with a minimum of 5 peer-reviewed, refereed journal articles published after 2000 (unless you are citing the original author of a theory or an important historic citation). Do not use any websites as one of your references unless the reference is a peer reviewed, refereed journal article.

Suggested Case Analysis Paper Outline

Introduction: Briefly identify major elements (i.e., people, setting, situations, major facts of case that have led to the problems you are identifying in your presentation) in the case. Be sure to indicate who you are identifying as the targeted client system. (Suggested length – one page or less)

Problem Statement and Engagement: Give a specific and concisely written formulation of the problem to guide the analysis and problem-solving. Be sure to include peer-reviewed, refereed journal articles to support your formulation of the problem. Briefly describe how the client (or client system) is being engaged or not being engaged in addressing

the problem the client (or client system) is facing. (Suggested length – one paragraph)

Assessment of the Case: Summarize the various environmental (micro, meso, exo, and macro) 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.

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

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

Recommendations: Based on your discussion, choose one of the strategies you discussed. Support your decision by discussing how the peer-reviewed literature and other factors led to this conclusion. (Suggested length ½ page)

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

- Introduction (5 points)
- Problem Statement and Engagement (10 points)
- Assessment of the Case (25 points)
- Intervention Strategies (25 points)
- Use of Theoretical Frameworks (15 points)
- Recommendations (10 points)
- Writing quality and style, including appropriate use and formatting of references (10 points)

Total: 100 points

3. 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 case. The objectives of this assignment are:

- To gain experience leading and participating in case conferences/staffings.
- To further skills in assessment and intervention planning used evidence-based resources as guidance.
- To gain experience applying theoretical perspectives to client situations.
- To gain experience leading creative, engaging oral presentations.

Students will sign up for one case analysis presentation based on the selection of possible **Cases 1, 2, 3, 4, 5, 6, 9, or 10**. Based on your top 4 choices, you will be assigned to a group of 3-5 students. Presentations will take place according to the schedule of case discussions that can be found in the syllabus.

The purpose of presenting your case analysis is to gain experience presenting a case and engaging and describing your opinions to your peers. The presentation will mirror a case meeting that many social workers engage in at their practice settings. Thus, the entire class will be contributing to the discussion.

The goal will be to have the class participate and discuss multiple perspectives on a case analysis related to assessment and intervention. A relevant portion of the assigned readings for the same week of class that the group's presentation takes place should be incorporated into your presentation. Groups should indicate how the readings informed their analysis of the case. The readings may also be incorporated in the interactive discussion of the case with the class. Groups should speak with the instructor for clarification of which readings to reference.

Your group will be assigned one case to present. Grades are determined by the entire group's presentation. Presentations, including discussion, will last approximately 45 minutes. Presenters will lead the discussion and class members will actively ask questions throughout the presentation and provide feedback to the group presenting the case. Creativity is strongly encouraged, so make your presentation interesting and interactive. You may use PowerPoint slides to ensure that your material is organized and to help guide discussion, role plays, or whatever other approaches the group thinks fit best with the case being presented. Printed or posted handouts are also recommended. Any documents to be posted or printed and a reference list of sources used should be emailed to the instructor at least one day prior to the presentation.

The group presentation needs to cover: introduction, identification and definition of 3 problems you deem important if you were to be assigned this case as a social worker, an assessment of the 3 problems, and suggested intervention strategies (with theoretical framework and peer-reviewed articles).

Each student must orally present a part of the group presentation to receive a grade. Be sure to integrate the literature review of the peer-reviewed journal articles in the assessment and intervention parts of the group presentation. Theoretical frameworks need to be explained regarding why they were chosen and how they are relevant to the case.

Groups will be graded based on the following:

- Introduction (5 points)
 - Background and summary of case
- Problem statement (10 points)
 - Clear statement of core problems
- Assessment (20 points)
 - Discussion and context of the case
 - Use of evidence-based support
- Application of theory (15 points)
 - Theory appropriate
 - Addressed problem
 - Use of evidence-based support
- Interventions (20 points)
 - Addressed assessed problems
 - Use of evidence-based support
 - Explanation of alternative strategies and rationale for interventions selected
- Organization (10 points)
 - Use of time by members
 - Balance of presented content and interactive discussion
- Creativity and Engagement (10 points)
 - Creativity demonstrated in presenting information
 - Engagement of and involvement of peers in discussion

- Ability to facilitate discussion
- Integration of Readings and Supportive Materials (10 points)
 - Submitted supportive documents relating to the case including references
 - Applied theoretical and other relevant content from week's readings

Total: 100 points (will contribute 10% toward final grade)

4. CASE SYNOPSES

Students are expected to attend class for all case presentations. You will be expected to complete one case synopsis for each case presented in class by a student group other than the case you are presenting. (Final dates will be negotiated during the second or third class period.) Synopses will be completed using the format posted on Canvas and included here (maximum of one page/not hand-written). They will be submitted to the instructor at the beginning of class on the day of the case presentation. Students will draw on their synopses to actively engage in the discussion about the case. Students will receive grades of check plus, check, and check minus for each case synopsis. These grades will be incorporated into your ten point participation grade for the semester.

STUDENT CASE SYNOPSIS

(Must be typed & completed prior to class for each case presented in class (other than the one presented by your group) and submitted at the beginning of class; this form is also available in a Word document on Canvas)

Student's Name: _____ Case # _____

Problem Statement (Clearly state the core problem presented in the case)

Context Analysis (Describe the problem within the larger context)

Theory application (What theory would seem most useful and why?)

Review of 2 Intervention Options (Based on your assessment, what strategies exist?)

Recommendations (Briefly describe which intervention you would choose)

Questions for Discussion (Generate two questions that you could ask during the case discussion that would facilitate critical thinking/problem-solving in addressing the issues relating to this case and proposing strategies for intervention.)