

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

**COURSE NO.:** SW 327

**UNIQUE NUMBER:**59465

**SEMESTER:** Fall 2020

**MEETING TIME:** MW 11:00-12:30PM

**MEETING ROOM:** Online / Zoom

**INSTRUCTOR:** Julie Dickerson, M.A., LPC, J.D.

**OFFICE:** SSW 3.104

**OFFICE PHONE:** 512.963.8922

**OFFICE HOURS:** By Appointment

**EMAIL:** julie.dickerson@austin.utexas.edu

**HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

**I. STANDARDIZED COURSE DESCRIPTION**

**1. HBSE 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.

**2. COURSE PREREQUISITES:** For social work majors, admission to the major in social work is a prerequisite for this class; for others, upper-division standing is a prerequisite.

**3. WRITING FLAG:** This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should, therefore, expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core

Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

## **II. COURSE OBJECTIVES**

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

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

## **EPAS COMPETENCIES**

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. 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 course is designed to provide the student with a meaningful learning environment to acquire skills and knowledge in the area of human behavior in the social environment. The instructor believes in an active learning approach, an approach asserting that the learning process is one in which interchange between students and between the instructor and students is a necessity. Teaching methods include a combination of lecture, group discussion, small group critique, case study analysis, and readings. Students are expected to complete assigned readings before each class period. Class instruction is designed to encourage student participation.

**IV. REQUIRED TEXT AND MATERIALS**

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

Additional readings from other books and journal articles may be assigned. Any additional readings will be available on Canvas.

**V. COURSE REQUIREMENTS**

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

<b>ASSIGNMENTS</b>	<b><u>Percent of Course Grade</u></b>
Case Analysis Paper Rough Draft	5%
Case Analysis Paper	15%

Concept Papers	20%
Discussion Posts	30%
Exams	10%
Group Presentation	15%
Class Participation	5%
<b>TOTAL</b>	<b>100%</b>

## VI. GRADES

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

**1. CASE ANALYSIS PAPER (20% of course grade (Rough Draft (5), Final Paper (15)):** Each student will write an independent case analysis focusing on how to engage, assess, intervene, and evaluate practice with an individual, family, group, organization, or community. This is a common assignment for students in all sections of HBSE to assess how well they master competencies 6.1, 7.2, 8.2, and 9.2 of the Council on Social Work Education’s Education Policy and Accreditation Process (EPAS).

**2. CONCEPT PAPERS (20% of course grade):** Students will be assigned concept papers covering the application and exploration of various theories as they apply to case studies from popular culture or personal experience.

**3. DISCUSSION POSTS (30% of course grade):** Throughout the semester, students are expected to complete 9 of 12 discussion posts on CANVAS. The discussion posts will develop writing skills, assess comprehension of readings, give students the opportunity to apply concepts to real-world examples, provide opportunities for lively discussion, and further enhance the HBSE experience through personal exploration and reflection.

**4. EXAMS (10% of course grade):** There will be two exams covering the readings and class lectures. If videos and guest lecturers are part of the class, then these may also be included on the exam. Exams may be given in group format.

**5. GROUP PRESENTATION OF CASE STUDY (15% of course grade):** Students will work in a small group to lead a case discussion for the class. The group will apply different theories

and content from one of the week's readings to a case example from the Hutchison text. The group will present the case, their analysis, and recommendations to the class, then lead a mock team meeting where classmates will contribute to further analysis of the case.

**6. CLASS PARTICIPATION (5% of course grade):** A total of 10 points of the final grade comes from class attendance, class participation, and homework. Attendance will be taken every class period. Students are responsible for signing the roll sheet.

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**HBSE COMMON ASSIGNMENT:** Case Analysis Paper (40 pts)

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:

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**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.

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**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.

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**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.

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**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.

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**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.

## **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 email me at [julie.dickerson@austin.utexas.edu](mailto:julie.dickerson@austin.utexas.edu). The student should be prepared it may take 24-48 hours for a response. If a quicker response is needed, please call or text me at 512-963-8922.

**2. CLASS ATTENDANCE POLICY:** Attendance is required. **After two absences, for every missed class, I will deduct 2 points from your final raw score.** Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail. If students know that they will have to miss a class, it is advised to notify the instructor at least one (1) week in advance.

**3. READINGS / PREPARATORY ASSIGNMENTS:** Students are expected to complete readings and preparatory assignments before class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

**4. PROFESSIONAL COMMUNICATION and INTERACTIONS:** Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly, and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

**5. ELECTRONIC DEVICES:** Phones should be turned off or placed on silent mode and put away during class. Final grades may be adversely affected by student's failure to comply with this policy.

**6. ASSIGNMENTS and GRADES:** Assignments must be submitted to Canvas in a Word document by the assigned due date. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. Students will lose 2 points per calendar day that an assignment is late. On subsequent days, papers must be submitted before 11:59 p.m. to avoid an additional 2-point penalty. The student should notify the professor if an assignment will be late, and should email the professor to indicate that the assignment has been submitted.

**7. EXAMS:** A student is required to be present on exam days. A make-up exam will only be given in extreme circumstances, with appropriate documentation (e.g., doctor's note) at the discretion of the professor. **Any legitimate absence must be discussed with the**

**instructor at least 24 hours before the exam date**, by phone or email, unless there is a valid documented reason for not being able to meet this requirement. If it is determined that a make-up exam is appropriate, the exam must be made up within one week of the original date of the test, or no credit will be earned.

**8. 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 Sixth Edition (APA). The manual is available at the library or for purchase at the UT Co-op. Additional 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). Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment. All assignments in this course may be processed by Turnitin, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any Turnitin submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.

**9. COURSE MODIFICATION:** Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be announced in class and posted on Canvas. It is the responsibility of the student to inquire about any changes that might have been made in her/his absence. With current uncertainty and changing circumstances, part of this course may be taught asynchronously.

#### **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.

**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 the needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://diversity.utexas.edu/disability/>.

**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 views 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 what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be guaranteed 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 (e.g., Facebook, Twitter, Instagram) and other forms of electronic communication (e.g., blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material, which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the Steve Hicks 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 Steve Hicks 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/>.

**SHARING OF COURSE MATERIALS IS PROHIBITED** No materials used in this class, including, but not limited to, lecture handouts, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

**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.

**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.

**CLASS RECORDINGS.** Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

**USE OF EMAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of email address. Students should check their email 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 email address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**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.

**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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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.

**COVID CAVEATS.** To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to University Health Services, and faculty and staff report to the HealthPoint Occupational Health Program (OHP) as soon as possible. Please see this link to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this University Health Services link.

**IX. COURSE SCHEDULE:** We'll cover the following topics in roughly this order. We may not get through all of these topics, and I may reorder some of the later topics, depending on how quickly we move through the course.

- Human Behavior: A Multidimensional Approach
- Engagement, Assessment, Intervention, and Evaluation
- Theoretical Perspectives on Human Behavior
- Ecological Systems Theory, Critical Race Theory, and Strengths Perspective
- The Coronavirus: A Micro, Mezzo and Macro Perspective
- The Biological Person
- The Psychological Person
- The Spiritual Person
- Culture and The Physical Environment
- Families
- Small Groups, Formal Organizations, and Communities
- Social Structure, Social Institutions, and Social Movements: Global and National
- Social Justice and the Black Lives Matter Movement
- The Human Life Journey: A Life Course Perspective
- The Journey Begins: Conception, Pregnancy, Childbirth, and Infancy
- Toddlerhood and Early Childhood
- Middle Childhood
- Adolescence
- Young and Middle Adulthood
- Late Adulthood

- Grief

## **X. BIBLIOGRAPHY**

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- Seattle Times (2016). *30 Days: A refugee family's first month in the U.S.*  
<https://projects.seattletimes.com/2016/bhutan-to-tukwila/#/>
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- Gordon, E. (2020). *Racial Geography Tour; Explore the history of the University of Texas*. Racial Geography Tour. Retrieved August 5, 2020, from  
<https://racialgeographytour.org/tour-stop/littlefield-mansion/>