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

Course Number:	**SW 381R**	**Instructor: Rosalie Ambrosino, PhD**
Unique Number:	**59570**	**Email: rambrosino@utexas.edu**
Semester:	**Fall 2020**	**Office: Virtual**
Meeting Time/Place:	**Wed. 5:30-8:30 p.m.**	**Phone: 210-241-0391**
	online	**Office Hours: Wed. 2-4 p.m.,**
		Thu. 11 a.m.-1 p.m. & by appt.

THEORIES AND CRITICAL PERSPECTIVES
OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

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, engagement, assessment, intervention, 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;
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;
3.   Describe the social construction of theoretical concepts, empirical evidence, gaps in knowledge, and relevant controversies regarding theories of human behavior and development;
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;
5.   Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development;

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6.   Conduct a scientific review of empirical evidence and theory to address human behavior and development topics;

7.   Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies, assess data from clients and constituencies, select and implement interventions with clients and constituencies, and evaluate practice with individuals, families, and groups.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

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

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

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

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

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

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

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

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

Outcome 9:2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups.

III. CLASS FORMAT AND TEACHING METHODS

This course is designed to provide the student with a meaningful learning environment that will incorporate diverse perspectives of thought about human behavior. The course will be taught using both asynchronous (independent learning) and synchronous (group learning) sessions:

- Early in the week, students will focus on asynchronous content. No later than Friday, a module will be posted on Canvas giving an overview of the coming week's content and assignments, several narrated slide presentations with embedded video clips, links to all required readings for the week other than the text, and the prompt for a required learning reflection.

- Students will be expected to complete all readings and content in the module, and then post the required one-page reflection on Canvas no later than Wednesday at noon. They will be expected to respond to at least two peers' reflections no later than Friday at 11:59 p.m. (On weeks when another assignment is due, there will be no reflection required.)
- <u>Required zoom class sessions will be held for an hour and a half on Wednesday evenings (time to be determined by students)</u>. Zoom sessions will apply the week's content through large and small group discussions, case studies, group presentations, role plays, and other experiential exercises.

The class will be conducted using active learning approaches that will emphasize inclusion and different learning styles. Students are expected to be open to learning and actively engaged in class and on line discussions and activities, to take appropriate personal risks, and to demonstrate both critical thinking and self-reflection throughout the course. Both synchronous and asynchronous formats are designed to encourage student participation, input and discussion.

IV. REQUIRED TEXTS AND MATERIALS

Grande, R. (2012). *The distance between us*. Washington Square Press.
Hutchison, E.D. (2016). *Essentials of human behavior in the social environment: Integrating person, environment, and the life course* (2nd ed.). Sage.
Selected readings: Additional readings from other books, journals, and media will also be assigned and will be available either on UT Canvas or electronically through the UT Library.

V. COURSE REQUIREMENTS

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

Student Participation - Attendance and active participation are critical to the teaching and learning in this course. Students are expected to be in zoom class sessions, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance <u>and</u> 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. Note that even if absences are excused, missing more than two zoom classes will impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present. 10% of final grade

Online Reflective Discussions – After completing the week's readings and the asynchronous materials posted on Canvas, students will submit eight to ten weekly online learning reflections due on Wednesdays at noon (the eight highest grades will be incorporated into their final grade). They will respond to at least two peers' reflections by the end of the week. 25% of final grade

Literature Review – 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. 20% of final grade

Case Analysis Paper – To fulfill the EPAS competencies of 6.1, 7.2, 8.2, and 9.2, the case analysis paper is a common assignment for all sections of HBSE. Students will complete a case analysis focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. Students will submit this assignment in two parts. They may revise part one based on feedback received and submit it as part of their final case submission. Students may choose from cases 2, 10.1, 10.2, 10.3, 11.2, 12.1, 12.3, 13.1, 14.2, 15.1, or 16.2 in the Hutchison text. 30% of final grade

Group Presentation of Case Analysis – Students will work in small groups to apply several different theories and content from one of the week's readings to a case example from the Hutchison text (7, 9.1, 11.3, 12.2,13.3, 14.1, 15.2 or 16.1), and share their findings in a 30-minute class presentation and facilitated discussion. 15% of final grade

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

Summary of Assignments	Date Due	Points
Reflective Discussions	9/2, 9, 16 and 23;10/7, 14, 21 and 28;11/11 and 18	25
Literature Review	10/2	20
Case Analysis		30
Installment I (Parts 1, 2, and 3)	11/6	(15)
Revised Installment I and		
Installment 2 (Parts 4 and 5)	12/6	(15)
Group Case Analysis Presentation	Depends on choice of case	15
Class Participation		10
Total Points		100

VI.   GRADES

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. The University requires that all faculty use the grading system below. Please note that you will not earn credit for MSSW courses if your final grade falls below a 'C'.

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

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 or come to my zoom office hours (it is best to make an appointment so you aren't in the waiting room for an extensive time period if I am meeting with other students). You can also send an email to me at rambrosino@utexas.edu. I check my e-mail and phone messages regularly and will respond as quickly as possible.

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 at zoom sessions is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing more than two classes without a valid excuse, e.g., medical documentation) may receive one or more course grades lower than their final grade when points are totaled.

Electronic Devices: Students will need a computer with a video camera and microphone and Internet access for zoom sessions. Students are asked to have cell phones on vibrate or turned off during class unless they are using them for their zoom connection. If you receive an emergency call, mute your audio and video connections until you are finished with the call. You are also expected to refrain from texting during class.

Submission of Papers and Late Assignments: All assignments other than the reflective discussions and peer responses must be submitted as a word document on Canvas by 11:59 p.m. the day that an assignment is due. Reflective discussions, due at noon on Wednesdays, and peer responses, due at 11:59 p.m. on Fridays, should be posted directly in the discussion section of the course. All assignments must be submitted 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. A late assignment 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.

APA & References: APA & References: The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the Publication Manual of the American Psychological Association 7th edition. Information on APA style and format can be found on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL) https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations

for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.

Course Feedback: Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

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 their 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.

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

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 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 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 (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 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 Student Conduct and Academic Integrity, Office of the Dean of Students: https://deanofstudents.utexas.edu/conduct/.

Sharing Of Course Materials Is Prohibited. No materials used in this class, including, but not limited to, lecture hand-outs, 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 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.

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 firearms 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

Date	Topic	Assignments Due	Readings
Week 1 **Zoom class August 26**	• Introductions • Course overview • Establishment of guidelines for class discussion	**COMPLETE: Welcome to course video SUBMIT: Intro discussion post by 8/28**	• Syllabus

Week 2 Zoom class September 2	Asynchronous module 2: • A multidimensional approach to human behavior and social work practice (HBSE) • Integrating theory, research, and practice • Strengths perspective • Ecosystems framework Zoom class: • Finalization of case presentations • Application: Integrating theory, research, and practice; ecosystems framework and strengths perspective	COMPLETE: • **Asynchronous Week 2 module before class** SUBMIT: • **Preferred case assignments list by 9/2 at noon** • **Week 2 reflection by 9/2 at noon** • **Respond to at least two peers' reflections by 9/4 at 11:59 p.m.**	• Hutchison, Chapter 1, Human behavior: A multidimensional approach • Canvas: Ambrosino, et. al, The ecological/systems framework • Canvas: Ungar et al., Annual research review: What is resilience within the social ecology of human development?

Class 3 Zoom class September 9	Asynchronous module 3:
	• The helping process
	• Writing with emphasis on literature reviews
	• Theoretical perspectives/cultural implications
	   o Conflict
	   o Social constructionist
	   o Vygotsky/social cultural
	Zoom class:
	• Literature reviews
	• Application: Conflict, social constructionist, and Vygotsky/social cultural theories: Cultural implications
		COMPLETE:
		• **Asynchronous Week 3 module before class**
		SUBMIT:
		• **Week 3 reflection by 9/9 at noon; Respond to at least two peers' reflections by 9/11 at 11:59 p.m.**
		
		• **Literature review topics by 9/13 at 11:59 p.m.**
			• Hutchison, Chapter 2, Theoretical perspectives on human behavior
			• Canvas: Hepworth et al., Chapter 3, Overview of the helping process, pp. 35-45
			• Canvas: Goldberg et al., Why parenthood, and why now: Gay men's motivations for pursuing parenthood.

Date	**Topic**	**Assignments Due**	**Readings**
Class 4 Zoom class September 16	Asynchronous module 4: • Social justice, structure, and institutions • Group structure/dynamics • Formal organizations • Communities • Theories of social inequality – critical race	COMPLETE: • **Asynchronous Week 4 module before class** SUBMIT: • **Week 4 reflection by 9/16 at noon;** • **Respond to at**	• Hutchison, Chapter 8, Small groups, formal organizations, and communities; Chapter 9, Social structure, social institutions, and social movements: Global and national

Date	Topics	Assignments Due	Readings
	theory, feminist theory • Global perspectives **Zoom class:** • Application: Theories of social inequality, disparities across communities, institutions/ social systems • **Group case presentation 9.1 Leticia Renteria**	**least two peers' reflections by 9/18 at 11:59 p.m.**	• Canvas: Ford & Airihenbuwa, Critical race theory, race equity, and public health: Toward antiracism praxis.
Class 5 **Zoom class September 23**	**Asynchronous module 5:** • Postmodern views of culture • Impact of the physical environment on development • The natural environment/ ecojustice • Intersectionality **Zoom class:** • Application: Intersectionality, environmental racism	**COMPLETE:** • **Asynchronous Week 5 module before class** **SUBMIT:** • **Week 5 reflection by 9/23 at noon;** • **Respond to at least two peers' reflections by 9/25 at 11:59 p.m.**	• Hutchison, Chapter 6, Culture and the physical environment • Canvas: Koehn et al., Revealing the shape of knowledge using an intersectionality lens: Results of a scoping review on the health and health care of ethnocultural minority adults. • Canvas: Sallis, et al., The role of built environments in physical activity, obesity, and CVD
Class 6 **Zoom class September 30**	**Asynchronous module 6:** • Theoretical perspectives for understanding families • Challenges that impact family life **Zoom class:** • Application: Family systems, family stress and coping, psychodynamic and family resilience theoretical perspectives • **Group case presentation Case 7 The Sharpe family**	**COMPLETE:** • **Asynchronous Week 6 module before class** **SUBMIT:** • **Literature review Friday, October 2, by11:59 p.m.**	• Chapter 7, Families • Canvas: Kolbert, et al., Clinical interventions with adolescents using a family systems approach
Date	**Topics**	**Assignments Due**	**Readings**

Class 7 Zoom class October 7	Asynchronous module 7: • Biopsychological dimensions • Brain-based implications for human behavior • Adverse Childhood Experiences (ACES) • Impact of trauma on the brain and human behavior **Zoom class:** Application of ACES and trauma-informed perspectives	**COMPLETE:** • **Asynchronous Week 7 module before class** SUBMIT: • **Week 7 reflection by 10/7 at noon;** • **Respond to at least two peers' reflections by 10/9 at 11:59 p.m.**	• Hutchison, Chapter 3, The biological person • Canvas: Perry, The neurosequential model of therapeutics: Application of a developmentally sensitive and neourobiology-informed approach to clinical problem solving in maltreated children • Canvas: Centers for Disease Control and Prevention, Preventing adverse childhood experiences: Leveraging the best available evidence (skim)
Class 8 Zoom class October 14	Asynchronous module 8: • The psychological person • Cognitive and emotional theories • Religion and spirituality • Transpersonal theories **Zoom class:** • Application of cognitive and transpersonal theories	**COMPLETE:** • **Asynchronous Week 8 module before class** SUBMIT: • **Week 8 reflection by 10/14 at noon;** • **Respond to at least two peers' reflections by 10/16 at 11:59 p.m.**	• Hutchison, Chapter 4, The psychological person and Chapter 5, The spiritual person • Canvas: Beck & Bredemeir, A unified model of depression: Integrating clinical, cognitive, biological, and evolutionary perspectives • Canvas: Leight, Transpersonalism and social work practice: Awakening to new dimensions for client self-determination, empowerment, and growth
Class 9 Zoom class October 21	Asynchronous module 9: • The life course perspective • Psychosocial frameworks • Reproductive rights • Pre-pregnancy and prenatal development **Zoom class:** • Application of psychosocial/develop-mental framework • **Group case presentation Case 11.3, Sarah's teen dad**	**COMPLETE:** • **Asynchronous Week 9 module before class** SUBMIT: • **Week 9 reflection by 10/21 at noon;** • **Respond to at least two peers' reflections by 10/23 at 11:59 p.m.**	• Hutchison, Chapter 10, The life course perspective and Chapter 11, The journey begins: Conception, pregnancy, childbirth and infancy • Canvas: Black et al., Life course theory as a framework to examine becoming a mother of a medically fragile preterm infant

Date	Topic	Assignment Due	Readings
Class 10 **Zoom class October 28**	**Asynchronous module 10:** • Development in infancy and early childhood o Attachment and temperament o Gender identity **Zoom class:** • Application of attachment theory • **Group case presentation Case 12.32 Terri's Terrible Temper**	**COMPLETE:** • **Asynchronous Week 10 module before class** **SUBMIT:** • **Week 10 reflection by 10/28 at noon;** • **Respond to at least two peers' reflections by 10/30 at 11:59 p.m.**	• Hutchison, Chapter 12, Toddlerhood and early childhood • Grande, pp. 1-46 • Canvas: Riggs, Childhood emotional abuse and the attachment system across the life cycle: What theory and research can tell us • Canvas: Chaffin et al., Report of the APSAC Task Force on Attachment Therapy, Reactive Attachment Disorder, and Attachment Problems (skim)
Class 11 **Zoom class November 4**	**Asynchronous module 11:** • Development in middle childhood o Family dynamics o Peers o Educational settings o Child maltreatment o Social learning and resiliency perspectives **Zoom class:** • Application of intersectionality, CRT, social learning, and resiliency perspectives • **Group case presentation Case 13.3 Manuel Vega's difficult transition**	**COMPLETE:** • **Asynchronous Week 11 module before class** **SUBMIT:** • **Installment I of case assessment at 11/6 at 11:59 p.m.**	• Hutchison, Chapter 13, Middle childhood • Grande, pp. 47-227 • Canvas: Ayon, Talking to Latino children about race, inequality, and discrimination: Raising families in an anti-immigrant political environment • Canvas: Gillborn, Intersectionality, critical race theory, and the primacy of racism: Race, class, gender, and disability in education
Class 12 **Zoom class November 11**	**Asynchronous module 12:** • Development in adolescence o Identity o Relationships o Moral development o Risks and decision-making **Zoom class:** • Application, theories of identity development • **Group case presentation Case 14.1 David's**	**COMPLETE:** • **Asynchronous Week 12 module before class** **SUBMIT:** • **Week 12 reflection by 11/11 at noon;** • **Respond to at least two peers' reflections by 11/13 at 11:59**	• Hutchison, Chapter 14, Adolescence • Grande, pp. 227-281 • Canvas: Steelman, Externalizing identities: An integration of narrative therapy and queer theory • Canvas: Tatum, Chapter 4, Why are all the Black kids sitting together in the cafeteria?

	coming out process	p.m. **Installment I of case assessment returned**	
Date	**Topics**	**Assignments Due**	**Readings**
Class 13 **Zoom class November 18**	**Asynchronous module 13:** • Development in young and middle adulthood o Education, work and family relationships o Myth of midlife Crisis **Zoom class:** • Application of empowerment, social constructionist and feminist perspectives • Group case presentation **Case 15.2 Viktor Spiro, finding stability**	**COMPLETE:** • **Asynchronous Week 13 module before class** **SUBMIT:** • **Week 13 reflection by 11/18 at noon;** • **Respond to at least two peers' reflections by 11/20 at 11:59 p.m.**	• Hutchison, Chapter 15, Young and middle adulthood • Grande, pp. 282-322 • Canvas: Al Wazni, Muslim women in America and Hijab: A study of empowerment, feminist identity, and body image
Class 14 **Zoom class December 2**	**Asynchronous module 14:** • Development in late adulthood • Loss and grief Zoom class: • Application of narrative and loss and grief frameworks • **Group case presentation Case 16.1 Ms. Ruby Johnson is providing care for three generations** • Celebration and closure	**COMPLETE:** • **Asynchronous Week 14 module before class** **SUBMIT:** • **Final case assessment 12/6**	• Hutchison, Chapter 16, Late adulthood • Canvas: Goodcase & Love, From despair to integrity: Using narrative therapy for older individuals in Erikson's last stage of identity development.

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

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APPENDIX
ASSIGNMENT GUIDELINES

1. REFLECTIVE DISCUSSIONS - 25% of final grade

Each week the instructor will post asynchronous PowerPoint slides and other materials to be reviewed in addition to assigned readings. After reviewing materials, during weeks 2, 3, 4, 5, 7, 8, 9, 10, 12, and 13, students will submit a learning reflection (estimated one page single spaced) on the Canvas discussion board link to a series of prompts no later than Wednesday (9/2, 9//9, 9/16, 9/23, 10/7, 10/14, 10/21, 10/28, 11/11, and 11/18) by 11:59 p.m. They will then respond to at least two peers' postings (1/3 to ½ page) no later than Friday of that week (9/4, 9/11, 9/18, 9/25, 10/9, 10/16, 10/23, 10/30, 11/13, and 11/18) by 11:59 p.m. Students can respond to either an initial peer's post or a response to an initial post, expanding discussion and critical thinking in subsequent posts.

Initial responses should be reflective and integrate content from materials viewed with appropriate citations; they should not be merely a summary of materials. Students also can apply content to their own life experiences, field experiences, or earlier class discussions and raise questions about materials that were unclear or that they would like to learn more about/discuss in class sessions. Responses to peers should also deepen the conversation, integrating course content, comparing perspectives shared, and asking thoughtful questions, rather than just a brief "great commentary – I agree!"

Students will receive up to 3 points each week for their postings; points will be determined by thoughtful responses to prompts that demonstrate critical thinking as well as integration of readings and asynchronous course materials. Grades will be calculated based on the highest 8 grades, so students will have the option of completing 8 of the 10 reflections, or dropping their one or two lowest grades if they complete more than 8. Students should post responses directly on the discussion board link rather than submitting them in a word or PDF document.

2. **LITERATURE REVIEW (10-12 pages excluding title and reference pages; due 10/2 by   11:59 p.m.; counts 20% toward final grade)**

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 and synthesize 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.

Potential topics for this literature review should be submitted via email to the instructor no later than September 13. This assignment 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 the impact of trauma on school age children who have experienced abuse, female veterans with PTSD, individuals who aged out of foster care experiencing homelessness, proposed work requirements for Medicaid and their impact on families, the impact of opiate drug use on communities, depression among African American residents in assisted living facilities, identity issues experienced by Latina teens, disproportionality by race/ethnicity in access to health care during the pandemic, or barriers to employment experienced by immigrants who are undocumented. Be sure you frame your literature review as a research question that you want to find an answer to, i.e., Why are African American women more at risk to experience problems with pregnancy and childbirth, regardless of income, than white women? What are the long-term effects of child abuse on survivors?

How does parental divorce impact adolescents? What are the characteristics of survivors of human sex trafficking? Choose a topic of interest to you that you want to learn more about; the topics suggested here are just examples.

Students must demonstrate critical thinking skills and mastery of American Psychological Association (APA) style in this review. Students should analyze and synthesize a minimum of 8 evidence-based, peer reviewed journal articles in their discussion. The review should be no more than 10-12 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 8 journal articles.

SUGGESTED LITERATURE REVIEW OUTLINE AND CONTENT

I. Introduction to the overall issue/problem area (suggested length – 1 page)
Provide a clear statement of the issue on which you are focusing, including the importance or significance of the issue to social work. Incorporate the following below in a holistic introduction rather than point by point.
    a) What is the social or clinical problem you are addressing?
    b) Who are the people involved? Who is impacted and how many people are impacted?
    c) How large or widespread is the problem? (Include demographic and statistical information)
    d) Other relevant information to introduce the reader to the topic
    e) Rationale for choice of your topic; why this is an important topic for social workers

II. Review of the literature (suggested length 6-7 pages)
A literature review is a discussion 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 to focus on issues or subtopics/themes that relate to your research question. For example, you could identify the four major factors that might be associated with your primary target problem and what the research shows in relation to these factors. 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 basing your review on what 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 immigrants who are undocumented). You can provide evidence about assessments and interventions relevant to the problem(s) you have identified, but your paper should not be a paper focused on interventions; it should focus on an understanding of your topic/identified problem, though you can incorporate information about assessment and intervention within that understanding. Be sure your review addresses implications of diversity/cultural differences (even if you note that the literature has significant gaps in this area).

Organize your literature review by subheadings that guide the reader through a logical flow of ideas. Keep in mind as you work that your review is not a summary of studies (annotated bibliography), but a synthesis of ideas. Thus, it is best if you organize your discussion around several themes or content areas that relate to your topic. Group your references together when they point to one of the themes you are discussing rather than a discussion source by source. 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 as well as implications of findings. Keep the following guidelines in mind as you complete your review:

a) The literature review presents others' ideas; therefore, it is written in third-person. Do not use first person (i.e., "I think") in any part of the literature review.

b) Cite a minimum of **8 peer-reviewed articles** in your literature review (at least one article must cover theoretical content).

c). Use current literature (i.e. after 2000; preferably no more than 10 years old) from peer-reviewed sources (you can use other sources, i.e. websites of groups focusing on your topic for demographic information, in addition to the 8 peer-reviewed articles that are required).

d). Only include literature that is relevant to your topic. When citing evidence-based research studies, be sure to summarize briefly the sample, methodology, and findings.

e). Use quotations sparingly but citations often. Paraphrase information from the literature with appropriate references.

f). Make sure the topics flow logically and move from one point to another with appropriate transitions between paragraphs and headings/subheadings for clarity.

III. Theory (suggested length 1-2 pages)

Include at least one specific theory 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 that you integrate content about your theory with the problem you are addressing so the reader can see how the theory applies; also be sure you have at least one journal article that discusses this theory relevant to the problem(s) you are discussing.

IV. Conclusion (suggested length – 1-2 pages)

Summarize the literature and provide concluding thoughts on future directions and implications for social work practice in assessments and interventions. What are the implications of your findings for social work, for research, for policy, and for practice? 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. (Reminder: Use third person language.)

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* 7th edition. 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 showing where that quote can be found.

b). Your paper is expected to be professional. Grammar and 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 will be based on the following:
- Introduction (10 points)
- Review of literature (40 points)
- Theory (15 points)
- Conclusion (15 points)
- Use of sources and relevance to case (10 points)
- Writing quality (10 points)

Total: 100 Points (will count 15% toward your final grade).

3. **CASE ANALYSIS PAPER (approximately 8 pages excluding title and reference pages); installment I due 11/6; final paper incorporating installment II due 12/6; each counts 15% toward your final grade**

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

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

The objectives of this assignment are:
- To apply critical thinking to the 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.

This assignment will be submitted in two installments: Installment I (includes parts 1, 2, and 3 of the assignment requirements) must be posted on Canvas no later than November 6 at 11:59 p.m. and counts 15% toward your final grade. Your final analysis, which includes Installment I (revised) and Installment II (includes parts 4 and 5 of the assignment requirements), must be posted on Canvas no later than December 6 at 11:59 p.m. and counts 15% toward your final grade.

The case analysis paper should be written using one of the following cases in the Hutchison text: 2, 10.1, 10.2, 10.3, 11.2, 12.1, 12.3, 13.1, 14.2, 15.1, or 16.2. Students need to choose a case that focuses on issues different than cases they may be assessing in other classes.

The case analysis should be at least eight full double-spaced, 12-point font, pages in length (excluding title and reference pages) and must adhere to APA 6th edition guidelines. This analysis should be written in third person and supported with a minimum of eight peer-reviewed, refereed journal articles published after 2000, preferably no more than 10 years old (unless you are citing the original author of a theory or

an important historic citation). Do not use more than one website as one of your references unless the reference is a peer reviewed, refereed journal article. Installment I must include a **minimum of five sources**, cited appropriately in the body of your document and on your reference page. The **minimum of eight sources in your final submission will include those used in installment I.**

CASE ANALYSIS PAPER OUTLINE AND CONTENT

INSTALLMENT I (Due at 11:59 p.m. November 6; minimum of five sources; include reference page)

    Part 1 - Relevant Background Information: In this section, be sure to indicate clearly 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. Include information about the client/client system (i.e., if an individual, age, race/ethnicity, gender, sexual orientation/gender identity, economic status, religion if relevant, and current living situation. The introductory background information is to include relevant facts related only to the targeted client system you chose. This is grounded in the information presented about the client system in the case study on which you chose to focus, 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. (Suggested length – 1 page)

    Part 2 - Engagement of the Client in the Case: It is important to engage the client and develop a relationship so the client will be willing to seek and receive help. Use a strengths-based and empowerment theoretical framework to engage the client. Describe engagement strategies such as empathy, reflection and interpersonal skills a social worker could use with the targeted client system in the case. Remember the targeted client system can be an individual, family, group, organization, or community. Note that this discussion should not focus on the information a social worker will gather during their assessment as they work with the client, but how they will build an initial relationship. Be sure you personalize your discussion to fit the client/client system; don't just use generic content you would use in working with any client.   (Suggested length – 1 or 2 paragraphs)

    Part 3 - Assessment of the Case: In reviewing the case, collect and organize the information data from the case study and begin your assessment by describing a single problem that the targeted client system is facing in the case (1 paragraph). Demonstrate critical thinking skills in your assessment of the case. Identify and discuss the biopsychosocial and cultural factors that contributed to the problem. Summarize the various environmental/ contextual factors that relate to the case (e.g., individual, family, peers, school/employment, neighborhood/ community; biological, cultural, economic, political/legal, ethical). Do not reiterate the facts of the case, but describe the contextual issues surrounding the case objectively.   Incorporate one theoretical framework to guide your assessment. Explain the theory and then show how it is relevant to the problems and core issues of the case. Integrate content from at least 3 appropriate peer-reviewed journal articles to offer supportive documentation of your assessment of the problem described. (Don't review the articles one by one at the end of your assessment section.) All articles used should be published later than the year 2000, preferably no more than 10 years old. (Suggested length 3 ½ pages; assessment and contextual discussion should be about 2-2 1/2 pages; theory discussion should be about 1 page)

INSTALLMENT II/FINAL ANALYSIS (Due at 11:59 p.m. December 6; minimum of eight difference sources, incorporating those from Installment I)

    Part 4 - Intervention Strategies: Based on your assessment of the case, develop intervention goals and select appropriate intervention strategies that the social worker and the client/client system would collaborate on to address the problem(s) you have identified. Describe how the intervention strategies will be implemented. Be sure the strategies relate to the identified problem and are consistent with your assessment of the case and the goals. Strategies should be distinct, feasible/realistic, and culturally grounded. Note briefly the advantages and disadvantages of each strategy selected, making a

case for why you are including them. Incorporate at least 3 references from refereed journal articles supporting the intervention(s) chosen. You must also draw on a theoretical framework to guide the intervention selection and intervention. One theoretical framework can be used for all intervention strategies. (It can be either the same framework used in your assessment section or a different framework.) (Suggested length 2-3 pages)

PART 5 - Evaluation of Practice: Select and describe an appropriate method to evaluate the interventions selected. In other words, explain how you would know if the intervention(s) you chose was/were effective in addressing the problem. Be sure to use your selected theoretical framework to guide the evaluation of the intervention selected and implemented. (Suggested length ½ page)

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

Installment I

- Introduction/background (20 points)
- Targeted client system, problem statement and engagement (20 points)
- Assessment of the case, including use of theory/frameworks and journal articles (40 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

Installment I will count 15% toward your final grade

Final Case Assessment

- Revisions made to installment I (15 points)
- Intervention strategies, including connection to assessment, selection of goals and rationale for
  selected strategies, cultural relevance, and use of theory/frameworks and journal articles (50 points)
- Evaluation (15 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

Your final submission (revised Installment I and Installment II) will count 15% toward your final grade.

4. CASE ANALYSIS PRESENTATION

The due date for this assignment depends on which case you are presenting (see syllabus). It will count 15% 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 7, 9.1, 11.3, 12.2, 13.3, 14.1, 15.2 or 16.1.** Based on your top 4 choices, you will be assigned to a group of 4-6 students. Presentations will take place according to the schedule of class topics and readings that can be found in the course schedule. Your group can either present your case "in person" on zoom or pre-record your presentation and then respond to questions/ facilitate a discussion of your case "in person" on zoom after showing your pre-recorded presentation.

The purpose of presenting your case analysis is to gain experience presenting a case and engaging and describing your opinions to your peers. A goal of your presentation 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.

Presentations, including discussion, will last approximately 30 minutes. Presenters will lead the discussion and class members will actively ask questions and provide feedback to the group presenting the case. Creativity is strongly encouraged, so make your presentation interesting and interactive. You may use slides to ensure that your material is organized and to help guide discussion, mirror a case staffing that many social workers engage in in their practice settings, use other forms of role plays, or whatever other approaches the group thinks fit best with the case being presented. Posted handouts are also recommended. Any documents to be posted 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:
1) background information including relevant information about the identified client/client system
2) a) identification of the presenting problem and client/client system and b) how you would engage the targeted client system to develop a working relationship
3) assessment, including a) biopsychosocial cultural and other contextual factors that help you understand the client/client system, are contributing to the identified problem, and those that can be used to address it

   (i.e. strengths); b) use of a single or multiple theoretical framework(s) to guide your assessment and c) inclusion of at least 3 peer-reviewed journal articles to guide your assessment
4) goals a social worker would establish with the client/client system based on the assessment and interventions to address the goals; b) a single or multiple theoretical framework(s) to guide your selection and implementation of interventions; c) peer reviewed articles to guide your selection and implementation of interventions, and d) a discussion of the pros and cons of each proposed intervention, incorporating cultural factors
5) an evaluation strategy for each of the interventions selected to address the problems/established goals

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 (5 points)
  - Clear statement of core problems
- Assessment (25 points)
  - Discussion and context of the case
  - Use of evidence-based support
  - Application of theory

- Interventions (25 points)
    - Address assessed problems and state identified goals based on the assessment
    - Use of evidence-based support to determine appropriate interventions/strategies
    - Application of theory
    - Explanation of alternative strategies and rationale for interventions selected
- Evaluation (10 points)
    - Addressed all selected interventions; appropriate in determining if goals have been met
    - Appropriate for identified strategies
    - Goodness of fit with identified theories/frameworks
- 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 15% toward final grade)

 After the presentation, students will complete group participation evaluation forms (available on Canvas) for each member, including themselves. Typically, all members receive the same grade. However, if group members indicate that participation in planning and presenting the case analysis is uneven, up to 50% of the grade for this assignment will be adjusted accordingly, and some members may receive higher or lower grades than the assigned group grade. Critique and honest feedback are important parts of group process, so be sure that you are communicating with each other prior to your presentation to avoid grade discrepancies.

CHOICE SHEET FOR CASE ANALYSIS PAPER AND GROUP PRESENTATION

Name: _____

Assignment	Choice # 1	Choice #2	Choice # 3	Choice # 4
Case Analysis Paper - choice of cases 2 (McKinley family), 10.1 (David Sanchez), 10.2 (Phoung Le), 10.3 (Suarez family), 11.2 (Thompson's premature birth), 12.1 (Henry), 12.3 (Ron and Rosalind's grandmother), 13.1 (Anthony Bryant), 14.2 (Carl), 15.1 (Sheila Henderson) or 16.2 (Margaret Davis) in Hutchison text	You can choose any of these cases; you don't need to give second, third, and fourth choices			
Case Group Presentation - choice of cases 7 (Sharpe family), 9.1 (Leticia Renteria), 11.3 (Sarah's teen dad), 12.2 (Terri),13.3 (Anthony Bryant), 14.1 (David's coming out process), 15.2 (Viktor Spiro), or 16.1 (Ruby Johnson) in Hutchison text				

Comments: