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

Course Number:	**SW 381R**	**Instructor:**	**Kendra Koch, PhD**
Unique Number:	**59575**	**Email:**	**kdkoch@utexas.edu**
Semester:	**Fall 2020**	**Office:**	**SSW Room 3.212F**
Meeting Time/Place:	**Thursdays**	**Phone:**	**512-785-4442**
	5:30-8:30	**Office Hours:**	**Via Zoom or Phone**
	Online Meeting		**by appointment**

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;
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. 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 class will be conducted using active learning approaches that will emphasize inclusion and different learning styles. Course activities will include a combination of group discussion, small group critique and feedback, audiovisual presentations, case study analyses, readings, experiential exercises, speakers, and informal lecture. Students are expected to be open to learning and actively engaged in class discussion and activities, to take appropriate personal risks, and to demonstrate both critical thinking and self-reflection throughout the course. Classes are designed to encourage student participation, input and discussion.

IV. REQUIRED TEXTS AND MATERIALS
Hutchison, E.D. (2016). *Essentials of human behavior in the social environment: Integrating person, environment, and the life course* (2nd ed.). Los Angeles: Sage.

Sourkes, B. (1995). *Armfuls of Time.* Pittsburgh: The University of Pittsburgh Press
(other printed or electronic versions of this same title and author are acceptable. This full text is available electronically through the UT library online system)

 Abrams, L. & Terry, D. (2017). *Everyday desistance: The transition to adulthood among formerly incarcerated youth.* New Brunswick, NJ: Rutgers University Press.

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

V. COURSE REQUIREMENTS

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

Student Participation - Attendance and active participation are critical to the teaching and learning in this class. Students are expected to be in class, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance <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 discussion*. Students will also be expected to submit a one paragraph (containing at least three engagement actions) overview of their contribution in break out groups or other online group activities at the end of each class.* This overview may be in bulleted form. Note that even if absences are excused, missing more than one class will impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present. If there are ongoing absences because of illness especially, please talk to the professor about this portion of your grade. 10% of final grade

Literature Review Matrix and Paper – Students are expected to use critical thinking to complete a scholarly literature review on a selected human development/behavior topic that may be confronted in social work settings. This paper allows you to examine a specific topic, problem, or issue in depth by reviewing what other scholars have written about it. Prior to completing the review, students will complete a matrix identifying five peer-reviewed journal articles relating to their topic that can be incorporated in their review. 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 will create individual cases during an activity at the beginning of the semester. 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 that they will create at the beginning of the semester (This is a group case that is separate from their individual case), and share their findings in a 40-minute class presentation and facilitated discussion. 20% of final grade

Concept of the Week Reflections – Each week students will write a 1-2 page (double-spaced) brief reflection that ties together a concept (taken from a weekly list created by the instructor) they are learning about in their primary or secondary text to a current event, a symbolic picture taken from online or in their everyday world or a short video (fewer than 3 minutes), they found in a venue online. Reflections will be guided by the document "How to Write Reflections for this Class," which will be available to you on Canvas. The average grade of weekly reflections will be 20% 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
Literature Review	Matrix due 9/24; review due 10/8	20
Case Analysis Paper		30
Installment I (Parts 1, 2, and 3)	11/12	(15)
Revised Installment I and	12/3	
Installment 2 (Parts 4 and 5)		(15)
Group Presentation of Case Analysis	11/12 or 11/19	20
Class Participation/ Overview of Participation	At the end of each online class session	10
Concept of the Week Reflections	At the beginning of each online class session	20

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. 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 512-785-4442 (cell) or send an email at kdkoch@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, online class attendance is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one or more course grades lower than their final grade when points are totaled.

Electronic Devices: Students are welcome to use notebooks, laptops and other electronic devices for notetaking during class time. If students are using these devices for other purposes not relevant to the class (i.e., checking email or working on assignments for other courses), they will be unable to continue bringing them to class. Students are asked to have cell phones on vibrate or turned off during class. If you receive an emergency call, please step out of class to talk. You are also expected to refrain from texting during class.

Submission of Papers and Late Assignments: Assignments other than the Class participation overviews must be submitted as a word document on Canvas by 11:59 p.m. the day that an assignment is due. Class participation overviews should be submitted the last 5 minutes of each class. All assignments must be turned in on the due date. 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. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or 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 her/his absence; all changes will be published on Canvas.

VIII.   UNIVERSITY POLICIES

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

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

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

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.

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/.

Campus Carry: Information on the University's policy on concealed firearms (Campus Carry) may be found here: **http://campuscarry.utexas.edu/**

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

Title IX Reporting: In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf.

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

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

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

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

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

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

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	Assignment Due	Readings
Class 1 August 27	• Introduction and course overview • Establishment of guidelines for class discussion • Establish Groups • Establish Cases		• Syllabus • "How to Write Reflections for this Class"
Class 2 September 3rd	• A multidimensional approach to human behavior and social work practice (HBSE) • The strengths perspective • The ecological/systems framework • Integrating theory, research, and practice • Writing literature reviews		• Hutchison, Chapter 1, Human behavior: A multidimensional approach girls: Fostering protective..
Class 3 September 10th	• The helping process • Decision cases	**DUE:** • **Literature**	• Hutchison, Chapter 2, Theoretical perspectives…

Date	Topic	Assignment Due	Readings

	• Theoretical perspectives
	  ○ Conflict
	  ○ Social constructionist
	  ○ Developmental
	  ○ Social behavioral
		review topics (bring to class)	

Class 4 September 17th	• Biopsychological dimensions • Brain-based implications for human behavior • Psychological dimensions	**DUE:** • **Literature review matrix 9/24 at 11:59 p.m.**	• Hutchison, Chapter 3, The biological person, and Chapter 4, The psychological person
Date	**Topic**	**Assignment Due**	**Readings**
Class 5 September 24th	• Spiritual dimensions • Postmodern views of culture • The natural environment/ ecojustice		• Hutchison, Chapter 5, The spiritual person and Chapter 6, Culture and the physical environment

Class 6
October 1
	• Theoretical perspectives for understanding families
	  ○ Family systems
	  ○ Diversity
	• Challenges that impact family life: Interpersonal violence, poverty, divorce, substance misuse
		DUE:
		• **Literature review at 11:59 p.m. Sunday, October 8, at 11:59 p.m.**
			• Hutchison, Chapter 7, Families

Class 7 October 8	• Group structure/dynamics • Formal organizations • Communities • Social justice, structure, and institutions • Theories of social inequality • Global perspectives	• **Literature review at 11:59 p.m. Sunday, October 8, at 11:59 p.m.**	• Hutchison, Chapter 8, Small groups, formal organizations… and Chapter 9, Social structure, social institutions… •
Class 8 October 15	• Continuation of discussion on social justice, structure, and social inequality •	.	•
Class 9 October 22	• The life course perspective • Psychosocial/develop-mental frameworks • Reproductive rights • Pre-pregnancy and prenatal		• Hutchison, Chapter 10, The life course perspective and Chapter 11, The journey begins: Conception, pregnancy…

Date	Topic	Assignment Due	Readings
	development		race/ethnicity and gender...

Date	Topic	Assignment Due	Readings

Class 10 October 29	• Development in infancy and early childhood
	   o Attachment and temperament
	   o Gender identity
	Family and community risks and opportunities
			• Chapter 12, Toddlerhood and early childhood

Class 11 November 5	• Development in middle childhood
	   o Family dynamics
	   o Peers
	   o Educational settings
	   o Child maltreatment
			• Chapter 13, Middle childhood

Class 12 November 12	• Development in adolescence
	   o Identity
	   o Relationships
	   o Moral development
	   o Risks and decision-making
		DUE:
		Case Analysis I Paper
		
		Group I Presentation
			• Hutchison, Chapter 14, Adolescence
			• Abrams and Terry, Chapters 1-5, 209-217

Class 13 November 19	• Development in young and middle adulthood
	   o Education, work and
	   o family relationships
	   o Myth of midlife crisis
		Group II Presentation	• Hutchison, Chapter 15, Young and middle adulthood
			• Abrams and Terry, Chapters 6-9

NOV 25-28 Thanksgiving Break	NO CLASS		
Class 14 December 3	• Development in late adulthood • Loss and grief • HBSE in a changing world • Course evaluations • Celebration and closure	**DUE:** **Case Analysis II Paper**	• Hutchison, Chapter 16, Late adulthood

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

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