THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 327	**Instructor:**	Rosalie Ambrosino, PhD
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Semester:	Spring 2020	**Office:**	SSW 3.104A
Meeting Time/Place:	MW 11-12:30	**Phone:**	210-241-0391
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			Other times by appointment

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT
W- Fulfills the writing flag requirement; Required BSW course

I. STANDARDIZED COURSE DESCRIPTION

This course explores the biopsychosocial and cultural functioning of human beings across the life span using an ecological-systems lens and major developmental theories as a framework to guide the processes of engagement, assessment, intervention, and evaluation. Using the generalist social work lens, this course integrates content from other human behavior courses. The students will gain an understanding of what physical, mental, social and economic justice hazards can adversely impact individuals' growth and development during their lifetime. Frameworks incorporating an eco-systems/developmental perspective, including systems/ecological and psychosocial (life span development) frameworks, are used to conceptualize stages of human growth and development, with a primary focus on adolescence, early adulthood, the middle years, and the aged adult within an intergenerational family context. The impacts of the family, social groups, organizations, communities, and society on individuals during these stages of the life span are also discussed.

This course emphasizes empirically based research reflecting a risk and resilience perspective in making client assessments and recommending appropriate interventions. This contributes to a social worker's ability to understand and critically analyze the interactions among individuals, families, groups, organizations, and communities.

Students will be able to understand how personal values are reflected in socio-cultural contexts, such as culture, race and ethnicity, gender, sexual orientation, age, class, and religion, and how they can influence human behavior. Increasing access to resources, reducing risks, and considering ethical dilemmas involved in dealing with human behavior are also considered.

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

This course carries the writing flag. Writing flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing flag classes meet the Core Communications Objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

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

EPAS Competencies
The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. 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 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 TEXT AND MATERIALS

Grande, R. (2012). *The distance between us*. NY: Washington Square Press.
Hutchison, E.D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course (2nd ed.)*. Los Angeles, CA: Sage.

Additional readings from other books and journal articles are listed in the course schedule section of the syllabus and posted on Canvas.

V.   COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements:
1. **Concept papers:** Students will write two 3-4 page concept papers during the semester, applying concepts covered in class and readings to various scenarios. See syllabus appendix for specific assignment guidelines. (20% of grade)
2. **Case analysis**: Each student will write an independent case analysis based on one of the case studies in the text designated by the instructor. This case study will be submitted in two installments, first in draft form. Students will receive instructor feedback on both installments. After receiving feedback, students will revise their drafts and combine them into a final case analysis due at the end of the semester. See syllabus appendix for specific assignment guidelines. (30 % of grade)

3. **Literature matrix and review:** Students will prepare a literature review matrix, summarizing at least 3 peer-reviewed journal articles that can be used to support the assessment portion of their case analysis, and then synthesize the articles into a brief literature review. See syllabus appendix for specific assignment guidelines. (10% of grade)
4. **Case presentation:** Students will be assigned to small groups to develop and give a 30 minute presentation based on one of the case studies in the text (a different case than the one they use for their individual case analysis). Dates of group presentations will depend on assigned cases. (10% of grade)
5. **Exams:** Students will complete two take-home examinations applying concepts learned in the course to a film viewed in class and an assigned book. See syllabus appendix for specific assignment guidelines. (20% of grade)
6. **Class participation**: Students will be expected to attend class regularly, participate actively in class discussion, and be an active member of their case presentation group. (10% of grade)

Summary of Semester Assignments and Grade Breakdown

Assignment	Date Due	% of Grade
Concept papers	2/10 and 2/26	20
Literature matrix and review	3/25 and 4/1	10
Case analysis/ Installment 1/draft	4/10	10
Case analysis/Installment II/draft	4/22	10
Case analysis/final submission	5/8	10
Group case presentation	Depends on case	10
Film and book application/take home exams	3/11 and 5/16	20
Participation	NA	10
TOTAL		100 points

V.   GRADES

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

VII.   CLASS POLICIES

1. **Instructor Contact**: If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please call or text me at 210-241-0391 (cell) or come to my office hours. You can also send an email to me at rosalie.ambrosino@utexas.edu. I check my e-mail and phone messages regularly and will respond as quickly as possible.
2. **Attendance:** This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is submitting assignments on time. Students may miss three class periods without penalty. Those who do not attend class on a regular basis (missing more than three classes without a valid excuse, e.g., medical documentation) or do not participate actively as a member of their case presentation group will receive a lower grade in the course.

Two points will be deducted from your final grade for each class session missed beyond three. Your participation grade will also be impacted, since you cannot participate if you are not present.

3. **Submission of Papers and Late Assignments:** Assignments must be submitted on Canvas in word documents by 11:59 p.m. the day that an assignment is due. All assignments must be turned in on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/ printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. Late assignments will result in a deduction of **5%** for each day it is late. Students will have one "day of grace" for each assignment due, other than the take home exam at the end of the semester, before late points are deducted. Students who are giving a group presentation the day an assignment is due will have an additional week to submit the assignment without penalty. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement.

4. **APA & References:** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of 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) https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.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.

5. **Course Feedback:** Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, 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.

6. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be announced in class and posted on Canvas. It is the responsibility of students to inquire about any changes that might have been made in their absence.

VII. 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 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 (i.e. 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/.

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/.

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

Campus Carry Policy: The University's policy on concealed fire arms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

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 Email for Official Correspondence to Students: Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of 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 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.

VIII.   COURSE SCHEDULE

Date	Topics	Assignments Due	Readings
Class 1 Wednesday, January 22	• Introduction and course overview • Establishment of guidelines for class discussion		• Syllabus
Class 2 Monday, January 27	• A multidimensional approach to human behavior and social work practice • Writing from a social work perspective	• **Possible group case study topics**	• Hutchison, Chapter 1, Human behavior: A multidimensional approach

Class 3 Wednesday, January 29	• Theoretical perspectives on human behavior and the social environment
	    o The ecological/systems framework
	    o Integrating theory, research, and practice
	• Finalization of case study topics and presentation dates
			• Canvas: Ambrosino et al., The ecological/systems framework

Class 4 Monday, February 3	• The helping process • Theoretical perspectives		• Hutchison, Chapter 2, Theoretical perspectives on human behavior • Canvas: Hepworth et al., Chapter 3, Overview of the helping process, pp. 35-45
Class 5 Wednesday, February 5	• Biopsychosocial dimensions • Brain-based implications for human behavior		• Hutchison, Chapter 3, The biological person
Class 6 Monday, February 10	• Psychological dimensions of human behavior	• **Concept Paper 1**	• Hutchison, Chapter 4, The psychological person
Class 7 Wednesday, February 12	• Spiritual dimensions • Religion and spirituality		• Hutchison, Chapter 5, The spiritual person
Class 8 Monday, February 17	• Cultural and physical environmental factors that shape development o Race/ ethnicity, gender/ gender identity, class, religion/spirituality, ability, sexual orientation		• Hutchison Chapter 6, Culture and the physical environment
Class 9 Wednesday, February 19	• Understanding family systems and dynamics Family constellations **Group case presentation (7)**	•	• Hutchison, Chapter 7, Families

Date	Topics	Assignments Due	Readings
Class 10 Monday, February 24	• Continued discussion of family systems and dynamics		
Class 11 Wednesday, February 26	• Group processes and dynamics • Organizational culture and dynamics • Community culture and impact on human development	• **Concept paper 2**	• Hutchison, Chapter 8, Small Groups, formal organizations, and communities
Class 12 Monday, March 2	• Application of HBSE concepts and theories: Film (to be used for mid-term)		
Class 13 Wednesday, March 4	• Application of HBSE concepts and theories: Film (to be used for mid-term)		
Class 14 Monday, March 9	• Social justice, structure, and institutions • Theories of social inequality • Global perspectives • **Group case presentation (9.1)**		• Hutchison, Chapter 9, Social structure, social institutions and social movements: Global and national
Class 15 Wednesday, March 11	• Continuation of discussion on social inequality	• **Take home exam I**	• Review readings for mid-term
March 16-March 22	• **SPRING BREAK – HUMAN BEHAVIOR OBSERVATION**		
Class 16 Monday, March 23	• The life course perspective • Psychosocial/develop-mental frameworks		• Hutchison, Chapter 10, The life course perspective • Canvas: Newman & Newman, the life cycle framework
Class 17 Wednesday, March 25	• Reproductive rights • Pre-pregnancy and prenatal development • Impact of pregnancy and birth on teens/adults • **Group case presentation (11.3)**	• **Literature matrix and summaries of 3 articles for case analysis**	• Hutchison, Chapter 11, The journey begins: Conception, pregnancy, and infancy
Class 18 Monday, March 30	• Toddlerhood and early childhood • Attachment • **Group case presentation (12.2)**		• Hutchison, Chapter 12, Toddlerhood and early childhood

Class 19 Wednesday, April 1	• Middle childhood
	  o Impact of school
	  o Bullying
	  o Child maltreatment
	• **Group case presentation (13.3)**
		• **Literature review due**	• Hutchison, Chapter 13, Middle childhood

Date	Topics	Assignments	Readings

Class 20 Monday, April 6	• Early adolescence
	  o Peer relationships
	  o Brain development
	  o Risks and decision-making
	  o Implications of attachment
			• Hutchison, Chapter 14, Adolescence

Class 21 Wednesday, April 8	• Later adolescence
	  o Identity development
	  o Moral choices
	  o Separating from parents
		• **Case analysis installment I draft due 4/10 at 11:59 p.m.**	• Grande, chapters 1-4

Class 22 Monday, April 13	• Continuation of discussion on adolescent development • **Group case presentation (14.1)**	• **Case analysis installment I draft returned**	

Class 23 Wednesday, April 15	• Development in young adulthood
	  o Intimacy
	  o Education, work, and family
			• Hutchison, Chapter 15, Young and middle adulthood

Class 24 Monday, April 20	• Continued discussion on development in young adulthood
	• Development in middle adulthood
	  o Myth of mid-life crisis
	  o Changing family structures Generativity
	• **Group case presentation (15.1)**
			• Grande, chapters 5-8

Class 25 Wednesday, April 22	• Continued discussion on development in middle adulthood o Health disparities	• **Case analysis installment II draft**	• Grande, chapters 9-12

Class 26 Monday, April 27	• Development in late adulthood
	  o Retirement/income
	  o Psychological/social implications
	• **Group case presentation (16.1)**
		• **Case analysis installment II draft returned**	• Hutchison, Chapter 16, Late adulthood

Class 27 Wednesday, April 29	• Development in late adulthood
	  o Retirement and income
	  o Loss and grief and implications for human behavior
			• Grande, chapters 13-20

Class 28 Monday, May 4	• Application of theories and concepts to Grande book		• Grande, chapters 21-23 and epilogue
Class 29 Wednesday, May 6	• Our changing world: Implications for HBSE and social work practitioners • Course evaluations • Celebration and closure	• **Final case analysis due Friday, May 8** • **Take home exam II due Saturday, May 16**	

IX. BIBLIOGRAPHY

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APPENDIX
ASSIGNMENT EXPECTATIONS AND GUIDELINES

I.   CONCEPT PAPER – APPLICATION OF ECO/SYSTEMS FRAMEWORK

Due Monday, February 10, at 11:59 p.m. posted on Canvas in a word document. Counts 10% toward your final grade (half of this paper grade will be on content; half will be on writing).

This paper will demonstrate that you understand the ecological/systems framework and can apply it to a specific case example. You may apply the framework to a specific time period in your own life or to a character in a novel, movie, or television program. You will first provide a brief social history of the person you are assessing. You will then provide a brief but understandable description of the ecological/systems framework you will use with appropriate references. The last part of the paper will apply the framework to help understand/explain the person's living situation and the relationships between the person and their environment. Your paper should include the following:

A. **A brief introduction to your paper.** This should be a short paragraph that introduces the reader to the purpose of your paper. It should conclude with a topic sentence and state briefly the person and situation and what theoretical perspective will be discussed. Be sure your introduction is interesting and gains the reader's attention, at the same time conveying the focus of your paper. By the time readers finish your introduction, they should know who you are writing about, the context (i.e., if in a novel, title and author and a brief description of the person/key factors you will cover in your paper), and the fact that you will be using the ecological/systems framework to understand the impact the environment has had on this person's life.

B. **Describe the person and the significant factors that have an impact on this person's life**. This section should include descriptive, objective information about the person and the person's environment, e.g., physical factors, psychological factors, socio/cultural factors, developmental factors, significant past and present life experiences that impact the person's interaction with their environment, and key persons, groups, and organizations within the person's environment that are critical to the person's ability to function. Be sure to include the person's age, race/ethnicity, and status. This section should include enough information so the reader will have some context for your assessment of the individual later in your paper. You will need to select critical pieces of information about the person in this section; refrain from storytelling. You can give an example to support a point you are making, but life stories and detailed descriptions of multiple events are not needed.

C. **Briefly describe the ecological/systems framework**, paying particular attention to the concepts on which your paper will focus. Give a brief overview of the framework and why it is useful in understanding individual behavior within the environment. If you are focusing on the Bronfenbrenner model and the four layers of the environment and chronosystem, give a brief description of each of these systems. If you are discussing boundaries and open and closed systems, explain these briefly, but if you will not refer to entropy and synergy, you don't need to include these in this section.

D. **Demonstrate your understanding of the ecological/systems framework** by showing how it can be applied to the individual you are writing about. This section is an integration of parts B and C. Weave the framework language throughout your discussion in this section, giving examples from the person's life/environment that help readers understand how the framework can be applied (i.e., "these mesosystem relationships….". After reading this section, readers

should be able to understand the individual you have described and the environmental factors which have had positive and negative effects on the person's life during the time period on which you are focusing. Be sure you include discussion here relating to the obstacles and resources that limit/support healthy functioning/development of the individual.

E. **Provide a brief summary/conclusion to your paper.** This should be organized in reverse order of the introduction, beginning with a topic sentence and going to a more general closing statement.

This paper should be 3-4 pages long excluding a cover page and a reference page. The only sources needed are the Hutchison text and the chapter posted on Canvas on the ecological/systems framework (citation in the bibliography section of this syllabus).

- Style formatting of citations throughout the paper and reference list must follow the *Publication Manual of the American Psychological Association* -- citations must be used appropriately and often. Remember, if you are quoting material exactly, you must put content inside quotations (or indent if a long quote) and add page numbers of where that quote can be found. You don't need a lot of direct quotes; summaries of content are better than multiple quotes.
- Your paper is expected to be professional. Grammar, spelling errors, and incoherence in writing that detract from the important points you are trying to make will result in a deduction in points for this assignment.

II.	CONCEPT PAPER – CULTURAL IDENTITIES ASSESSMENT AND APPLICATION OF RELEVANT THEORY/FRAMEWORK

Due Wednesday, February 26, at 11:59 p.m. posted on Canvas in a word document. Counts 10% toward your final grade (half of your grade will be on content; the other half will be on writing).

This paper will explore your own cultural identities, how they have impacted your world view, and how they might shape your work as a social worker. It will also give you a chance to apply one or more of the theories/frameworks covered in the course (other than the ecological/systems framework) to understand how the intersectionality of your identities has shaped your life experiences and beliefs to date. Keep in mind that you can choose to share whatever you feel comfortable discussing, and that the only person who will read your paper is the instructor. Your paper should include the following:

A. **Provide a brief introduction to your paper.** This should be a short paragraph that introduces you to the reader and gives a brief explanation of your identities. It should conclude with a topic sentence and state briefly what theoretical perspective/framework you will use as you explore your identities and their intersectionality. Be sure your introduction is interesting and gains the reader's attention, at the same time conveying the focus of your paper.

B. **Describe the identities that have had an impact on your life experiences, beliefs, and future goals.** This section should include a discussion of at least four of your various identities, using a separate subheading for each: Race/ethnicity, class, sex/gender identity, sexual orientation, religion/non-religion, ability/disability, and age (you can add an additional identity that is important to you such as being a veteran or an athlete). For each identity, draw on any of the following questions that are most relevant to your life experiences. Be sure you incorporate examples from your life as you talk about each identity to support your discussion.
   - How did you learn you were a member of this group and what was your reaction? When did you first become aware that others were different? When and how did you become aware that your membership in this group affected the ways that others would treat you?

- What messages have you gotten from your own group and other groups about this group?
- How have your experiences as a member of this group shaped your beliefs about yourself and others and your life experiences?
- Does being a member of this group afford you power and privilege not enjoyed by other groups, or mean that you are denied power and privilege/experience discrimination/oppression? What examples can you give? How has this impacted you?

C. **Discuss the intersectionality of your identities.** Which of your identities have been most important in shaping your world view and life experiences? How do they intersect to make you the person you are today and contribute to your beliefs and your future goals?

D. **How have your identities and their impact on your experiences and beliefs contributed to your decision to become a social worker? How do you think they will shape your work with clients when you become a social worker? Your focus on social and economic justice/injustice?**

E. **What theory/framework covered in this course can be used to understand your identities and the ways that they have shaped your life experiences and beliefs?** Briefly explain the theory/framework with a citation before applying it. Show the reader how the theory can be applied to the understand your life experiences/cultural identities and their impact on you. Draw on examples from your life as to support your discussion as you apply the theory/framework. (Note that you can include this as a separate section in your paper or introduce the theory/framework first, and then apply it throughout the rest of your paper.)

F. **Provide a brief summary/conclusion to your paper.** This should be organized in reverse order of the introduction, beginning with a topic sentence and going to a more general closing statement. In your conclusion, tie the above sections together to summarize the factors that influenced your cultural identity development and their intersectionality.

- This paper should be 3-4 pages long excluding a cover page and a reference page. The only sources needed are the Hutchison text and other material posted on Canvas that may be relevant to your incorporation of a theory/framework.
- Your paper is expected to be professional but should be written in first person (I/me). Grammar, spelling errors, and incoherence in writing that detract from the important points you are trying to make will result in a deduction in points for this assignment.

III.   CASE ANALYSIS AND LITERATURE MATRIX

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 engagement, problem identification, assessment, planning, intervention, and evaluation 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 analysis will be submitted initially in four parts: 1) a literature matrix and summary of 3 articles you plan to use in the assessment portion of your case study due Wednesday, March 25, 2) a brief literature review synthesizing the articles included in your matrix as they apply to your case study assessment due Wednesday, April 1; 3) a draft of installment I of your case analysis (introduction, engagement of the client, problem identification, and assessment of the case, incorporating your literature review) due Friday, April 10; and 4) a draft of installment II (intervention and evaluation of the intervention strategies) due Wednesday, April 22. After receiving feedback, you will revise your two installments and combine them into a final document which will be due Friday, May 8. All assignments should be submitted as word documents on Canvas.

Your case analysis should be written using one of the following cases in the Hutchison text: 2.1 (McKinley family), 10.1 (David Sanchez), 10.2, (Phoung Le,)10.3 (Suarez family), 11.2 (Thompsons family), 12.1, (Henry), 12.3 (Ron and Rosalind's grandmother), 13.1 (Anthony Bryant), 14.2 (Carl), 15.2 (Viktor Spiro), or 16.2 (Margaret Davis). Students will select cases during the first week of the course. (A summary of all cases can be found on pp. xix-xxi of your text and posted on Canvas in the file on case analyses.) Your analysis should be approximately 8 full double-spaced, 12-point font, pages in length (excluding cover and reference pages) and must adhere to APA guidelines. This analysis should be supported with a minimum of 5 peer-reviewed, refereed journal articles published within the past ten years (unless you are citing the original author of a theory or an important historic citation). Do not use any websites as one of your references if the reference is not a peer reviewed, refereed journal article unless you are using the website to provide current demographic information.

1. LITERATURE MATRIX AND SUMMARY OF 3 ARTICLES
After reviewing the case you have selected from the Hutchison text, determine the major factors that are significant (for example, type of problem identified, age, race/ethnicity, gender identity, sexual orientation, ability/disability, citizenship status, access to economic and other resources).

Then, using the UT library or Google scholar search systems, identify at least 3 peer reviewed journal articles published within the last ten years that will help with your assessment of this case (understanding what you think is going on and why). (Note that since this installment is on assessment, choose articles that will help you understand the problem you are addressing rather than interventions to address it.) Once you have identified the articles, complete the following matrix providing key information gained from each article. These articles can then serve as the major source of supportive information in installment I of your case analysis. You can use either a table with columns or bullets to provide the information below for each selected article:

- Citation in APA format, including author(s), year of publication, title of the article, journal in which the article appears, and page numbers
- Brief summary of key points in the article that relate to your topic
- Specific notes summarizing information (include page numbers so you can easily find this information when writing your case analysis) you can include to support your assessment of the individual/family that is the focus of your case analysis
- **Your matrix is due no later than Wednesday, March 25, at 11:59 p.m. and will count 5% toward your final grade.**

2.BRIEF REVIEW OF LITERATURE

Using the articles you included in your literature matrix, complete a brief 2-3 page review of the literature, synthesizing the information so that it is relevant to your case analysis.

- Begin your review with a brief summary of the case you have chosen and indicate the major factors associated with the case that drove your identification of the chosen articles.
- Then provide a discussion synthesizing the content of the articles you reviewed, drawing only on content that is relevant to your case study. For example, you might point out that a review of the articles suggests three themes that can be used to understand factors related to your case, then include separate paragraphs discussing what the literature indicates about each theme. Point out agreements and disagreements/ differences in interpretations that you identified as you reviewed the articles. If there are gaps/problems in the literature you reviewed, note that as well (i.e., all articles reviewed are based on white males and your client is a Latina.) Do not review each article separately, as this is not an annotated bibliography, but a synthesis of the articles you reviewed.
- At the end of your review, include a final paragraph summarizing the key points in the articles you reviewed as they relate to your case. If there are gaps in the literature you reviewed, note the importance of having to adapt findings to better meet the needs of the client/client system in your case.
- Be sure you include a reference page and cite sources appropriately using APA format both in your document and on the reference page.
- **Your literature review is due no later than Wednesday, April 1, at 11:59 p.m. and will count 5% toward your final grade.**

3. CASE ANALYSIS – INSTALLMENT I

Installment I must be posted on Canvas no later than Friday, April 10, at 11:59 p.m. **and will count 10% toward your final grade.** It will cover parts 1, 2, and 3 of the case analysis requirements with a minimum of four sources (including 3 peer-reviewed articles and the Hutchison text), cited appropriately in the body of your document and on your reference page.

- **Part 1a - Introduction and Relevant Background Information (1/2 to 1 page):**

- o Briefly summarize the case, giving identifying information about the targeted client/client system, which can be an individual, family, group, organization, or community and why you chose that system as the client (use third person).
  - o Include information about the client/client system (for example, if an individual, age, race/ethnicity, gender, sexual orientation/gender identity, religion if relevant, current living situation, presenting problem.)
  - o Include detailed, relevant facts related only to the targeted client system you chose. This information should be grounded in the available case information and not based on unwritten assumptions, stereotypes, or biased opinions. The information should help explain the behavior of the client system in its total environment.
- **Part 1b - Problem Statement (one short paragraph):**
  - o Give a specific and concisely written formulation of the problem to guide your analysis and problem-solving.
- **Part 2 - Engagement of the Client in the Case (1/2 page):**
  - o Briefly describe how the client (or client system) is being engaged or not being engaged in addressing the problem the client (or client system) is facing. It is important to engage the client and develop a relationship so the client will be willing to seek and receive help.
  - o Be sure to describe the engagement strategies such as empathy, reflection, and interpersonal skills a social worker could use with the targeted client system in the case. Remember that the targeted system can be an individual, family, group, organization, or community. Tailor your discussion to your specific client/client system – go beyond what you would do with any client. For example, if the client is a 16 year old male, what would you discuss to get to know/establish a relationship with this client?
  - o Use third person throughout your paper. Here, for example, you could say "The social worker could engage the client by….", not "I will……".
  - o (Suggested length ½ page)
- **Part 3 - Assessment of the Case (3 ½-4 pages, includes about 1 page incorporating theory)**
  - o Identify and discuss the biopsychosocial and cultural factors that contributed to the identified 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.
  - o Choose one theoretical framework covered in this course that guided your assessment of the problem of the targeted client system. Explain the theory/framework(s) and then show how it is relevant to the problems and core issues of this case.
  - o Incorporate content from your literature review, including at least 3 different appropriate peer-reviewed journal articles published within the last ten years, to provide supportive documentation of your assessment of the problem described.
  - o After reviewing your assessment of the case based on information in the case study and other information you have gathered, identify and describe at least one problem that the targeted client system is facing in the case. Note that you will use this information to guide your intervention discussion in installment 2 (1 paragraph).
- **Reference Page**
  - o Cite all sources used in this installment following APA format.

4. CASE ANALYSIS INSTALLMENT II

Installment II must be posted on Canvas no later than Wednesday, April 22, at 11:59 p.m. and will count 10% toward your final grade. It will cover parts 4 and 5 of the case analysis requirements with a minimum of four sources (including at least 3 peer-reviewed articles that focus on intervention strategies relevant to your case study and your text).

- **Part 4 - Intervention Strategies (2-3 pages):**
    - Based on your assessment of the case, develop one or more <u>intervention goals</u> that will address the problem(s) identified as the result of your assessment.
    - Drawing from evidence-based best practices discussed in your selected peer-reviewed articles, select appropriate intervention strategies that you and the client/client system would collaborate on to meet the established goals/address the problem(s) you have identified. Be sure your goals and intervention strategies are culturally appropriate.
    - 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. Strategies should be distinct and feasible/realistic. Note briefly the advantages/ disadvantages of each strategy selected.
    - Be sure to use a theoretical framework to guide the intervention selection and implementation. 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.)
    - Incorporate at least 3 different references from refereed journal articles published within the past ten years supporting the intervention(s) chosen to address the problem(s).
- **Part 5 - Evaluation of Practice (1/2 page):**
    - Select and describe an appropriate method to evaluate the interventions selected/determine whether established goals have been met. In other words, explain how you would know if the intervention(s) you chose was/were effective in addressing the problem/meeting the goal(s) you and the client established.
    - Be sure to use your selected theoretical framework to guide the evaluation of the intervention selected and implemented.

5. FINAL CASE ANALYSIS

Students will have the opportunity to revise installments I and II based on feedback received from the instructor and additional information gained from course content and readings. **A final submission of the case analysis must be posted on Canvas no later than Friday, May 8, at 11:59 p.m. The final submission will count 10% toward your final grade.**

- **The final submission is to be submitted as a single professionally prepared document that includes the following:**
    - Title/cover page with running head
    - Abstract
    - Introduction and statement of the presenting problem
    - Engagement of client
    - Assessment of the case, including theoretical framework
    - Intervention goals and strategies, including theoretical framework
    - Evaluation plan
    - Reference page, combining all sources used in both installments; at least 5 required

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

Installment I

- Introduction (20 points)
- Engagement of the client (20 points)
- Assessment of the case (40 points)
    - Described single presenting problem targeted client system is facing in the case at the time you begin working with the client (1 paragraph) (2 points)
    - Identified and discussed biopsychosocial and cultural factors that have contributed to the problem; used at least 3 appropriate peer reviewed journal articles published no later than ten years ago to provide supportive documentation of assessment of the problem described and associated factors that have contributed to the problem (25 points)
    - After completing the assessment, described problems to be addressed based on the assessment (1 paragraph) (3 points)
    - Discussed one appropriate theoretical framework that guided assessment of targeted client system with appropriate citation (10 points)
- Writing quality and style, including appropriate use of references (20 points)

Installment II

- Intervention strategies (60 points)
    - Provided clear intervention goal(s) and strategies to address the problem(s) that were culturally appropriate (20 points)
    - Described how they would be implemented (20 points)
    - Used theoretical framework to guide discussion (10 points)
    - Incorporated at least 3 references from referee journal articles published no later than ten years ago to support decision-making/best practices
    - Strategies were appropriate and derived from assessment of case (10 points)
- Evaluation (20 points)
- Writing quality and style, including appropriate use/formatting of references (20 points)

Final Case Assessment

- Attention to feedback received on installments I and II (10 points)
- Introduction (5 points)
- Engagement of client (5 points)
- Assessment of case (20 points)
- Intervention strategies (20 points)
- Evaluation (5 points)
- Use of theory (5 points)
- Integration of at least five journal articles, at least three in the assessment section and at least three in the intervention section, though one or more of the same articles can be used in both sections if appropriate (10 points)
- Writing quality and style (20 points)

IV. GROUP CASE ANALYSIS PRESENTATION

The due date for this assignment depends on which case you are presenting (see syllabus). It will count 10% toward your final grade. Students will be divided into groups, with each group required to analyze and facilitate a case discussion for one of the following cases in a required chapter from the Hutchison text: (7, Sharpe family, 9.1 Leticia Renteria, 11.3 Sarah's teen dad, 12.2. Terri, 13.3 Manuel Vega, 14.1, David, 15.1 Sheila Henderson, 16.1 Ruby Johnson). The objectives of this assignment are:

- To gain experience leading and participating in case discussions.
- 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 Monday, January 27, after reviewing the syllabus and cases in the Hutchison text. Based on your top 3 choices, you will be assigned to a group of 4-6 students. Presentations will take place according to the schedule of course topics in the syllabus.

Presentation Guidelines
The purpose of presenting your case analysis is to gain experience presenting a case and engaging and describing your opinions to your peers. Presentations should incorporate the following:

- The presentation will mirror a case meeting that many social workers engage in at their practice settings, though you can be creative in the type of case presentation you give. Be sure you include the entire class at some point in the discussion.
- The goal will be to have the class participate and discuss multiple perspectives of the case related to engagement, assessment, intervention, and evaluation.
- A relevant portion of the assigned readings for the same day of class that the group's presentation takes place should be incorporated into your presentation. Groups will need to include other readings, i.e., journal articles, that help guide them in assessing the case and determining appropriate intervention strategies. 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.
- Grades are determined by the entire group's presentation. Presentations, including discussion, will last approximately 30 minutes (allow about 10 minutes for discussion).
- Presenters will lead the discussion and class members will actively ask questions after the presentation and provide feedback to the group presenting the case.
- Creativity is strongly encouraged, so make your presentation interesting and interactive. You may use PowerPoint slides to ensure that your material is organized and to help guide discussion, role plays, or whatever other approaches the group thinks fit best with the case being presented.
- Printed or posted handouts are also recommended. Any documents to be posted or printed as handouts and a reference list of sources used should be emailed to the instructor at least one day prior to the presentation.
- The group presentation needs to cover: introduction, identification the client/client system and definition of at least one problem you deem important if you were to be assigned this case as a social worker, how you would engage the client/client system, an assessment of the case to better understand the client/client system and identified problem(s), suggested goals and intervention strategies to address the problem(s), and how you would evaluate your

intervention plan to determine whether it is effective.
- Your presentation should incorporate a theoretical framework and at least 3 peer-reviewed articles.
- Each student must orally present a part of the group presentation to receive a grade.
- Be sure to integrate the literature review of the peer-reviewed journal articles in the assessment and intervention parts of the group presentation.
- Theoretical frameworks need to be explained regarding why they were chosen and how they are relevant to the case. Note that you should not incorporate every theory covered in the course; choose one or more that are most relevant to your case.

Presentation Grading Criteria (100 points/will contribute 10% toward final grade)
Presentations will be graded based on the following:
- Introduction/background and summary of case (5 points)
- Problem statement/clear statement of core problem(s) (5 points)
- Engagement (5 points)
- Assessment/discussion and context of case; use of evidence-based support (20 points)
- Application of theory/appropriateness of theory, addressed problem, use of evidence-based support (15 points)
- Goals and interventions/addressed assessed problems, use of evidence-based support, explanation of alternative strategies and rationale for interventions selected (15 points)
- Evaluation (5 points)
- Organization of presentation/use of time by members, balance of content and interactive discussion (10 points)
- Creativity and engagement of colleagues (10 points)
- Integration of readings and supportive materials/submitted materials used including references, applied relevant content from week's readings (10 points**)**

Peer Evaluations of Group Members
The group presentation grade will be based on the quality of the presentation as a whole, including: 1) content (inclusion of the components described above, accuracy of information) and 2) presentation (creativity, organization, and clarity). Thus, all group members typically receive the same grade. Occasionally, however, one member does not contribute at the same level as others. To account for these rare situations in a fair manner, students will complete an evaluation form (available on Canvas and due the day after the group's presentation) for each group member detailing their specific contribution to the presentation. The instructor will take information from these forms into consideration when grading the assignment. If there are significant differences in ratings, up to 50% of the grade for this assignment will be adjusted accordingly, with individual students receiving either higher or lower grades than the assigned group grade. Students are expected to attend class for all case presentations, not just the day they are presenting, to have read the case to be discussed prior to coming to class, and to actively engage in a collaborative discussion about the case.

V. TAKE-HOME EXAMS
Students will complete two take-home exams during the semester, which will require application of concepts and theoretical frameworks covered in the course to a film viewed in class (exam I) and the Grande book (exam II). **The exams will be short-answer essay and will be due at 11:59 p.m. on Wednesday, March 11, and Saturday, May 16, and posted as word documents on Canvas. Each exam will count 10% toward your final grade.**