

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

Course Number: SW 327

Unique Number: 59750

Semester: Fall 2019

Meeting Time: 9:30 a.m.–10:30 a.m.

Meeting Room: SSW 2.112

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Office Number: SSW 3.122E

Office Hours: M, T, W, TH 11-12:30

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 assessment, intervention, and evaluation. Using the generalist social work lens, this course integrates content from other human behavior courses. The students will gain an understanding of what physical, mental, social and economic justice hazards can adversely impact an individual's growth and development during their lifetime. Frameworks incorporating an eco-systems/developmental perspective, including systems/ecological and psychosocial (life span development) frameworks, are used to conceptualize stages of human growth and development, with a primary focus on adolescence, early adulthood, the middle years, and the aged adult within an intergenerational family context. The impact of the family, social groups, organizations, communities, and society on individuals during these stages of the life span are also discussed. This course emphasizes empirically based research reflecting a risk and resilience perspective in making client assessments and recommending appropriate interventions. This contributes to a social worker's ability to understand and critically analyze the interactions among individuals, families, groups, organizations, and communities.

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

This course has a Writing Flag. Writing Flag courses are designed to give students experience writing in an academic discipline. In this class, students will regularly write, and will complete substantial writing projects that reflect student's critical thinking. Students are encouraged to make an appointment at the writing center to receive additional assistance with academic writing. A substantial portion of the final grade comes from written work. Writing Flag classes meet the Core Communications Objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, as established by the Texas Higher Education Coordinating Board.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Explain the unique perspective that social work has in viewing the relationship between the individual person and environment in comparison to other helping professions;
2. Explain and apply basic principles of learning theories and the system/ecological and psychosocial frameworks and analyze individual, family, group, organizational, community, and societal dynamics from each of these perspectives;
3. Describe biological, social, cultural, psychological, and spiritual aspect 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.

Accreditation and 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 class includes a variety of teaching methods such as lectures, videos, guest speakers, written and group discussions. Students are expected to come to class prepared to discuss and critique readings of chapters, cases, and other assigned materials.

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My philosophy of teaching is to provide students with relevant content in the form of presentation, text, and instructional activities that assist students in the integration of the material. Within the field of social work, content delivered without its applicability to micro and macro level practice is irrelevant to the student that gravitates to the profession to be an agent of social change. Essentially, as an instructor I see my role as 1.) creating a safe learning environment that 2.) allows for the sharing of ideas, in-depth critical analysis and integration of the material.

IV. REQUIRED TEXT AND MATERIALS

Rogers, A. (2016). Human behavior in the social environment: Perspectives on Development and the Life Course. New York: Routledge.

Moore, W. (2011). The other Wes Moore: One Name, Two Fates. New York: Spiegel & Grau Trade Paperbacks.

Other supplementary readings will be available via CANVAS.

V. Course Requirements

ACTIVE LEARNING CONTRACT (10 POINTS):

Cooperative, Active, Student-Directed Learning

The B.S.W. program is a rigorous program. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be: a.) the chair of your agenda, understanding that no one else can do your learning for you; b.) aware of external or internal distractions keeping you from the “here and the now” purpose and successful completion of this course; and c.) responsible for asking questions, finding information, and challenging yourself to facilitate your learning. The instructor will award half of the active learning points based upon observation, and students, based upon their own individual assessment, will award themselves the remaining points. *Turn in your active learning contract points with a 2 sentence explanation as to why you have earned those points on 12/10.*

Expectations: Active Learning

- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., classroom experiences) as being interdependent and mutually enhancing. Both are necessary for an optimal learning experience.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and writing in response to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning environment.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Participate in a professional manner with peers and instructor that includes respectfulness with regard to difference. If you have any questions or concerns about this requirement, please talk to me before you continue in the class.

In summary, the seminar process reflects an interdependent and reciprocal system of relationships among all the members of the learning community.

Criteria for Evaluation:

- √ Evidence that you have reflected upon and integrated material learned.
- √ Degree to which your communication is relevant.
- √ Evidence that you are present (mind, body, and spirit).
- √ Attendance, students are expected to attend all classes.
- √ Arrival on time to class.
- √ Adherence to the NASW Code of Ethics (included in required reader).

QUIZZES ON WEEKLY READINGS (25 POINTS)

There will be take home quizzes over the course of the semester on the required readings assigned for that respective week. The lowest quiz grade will be dropped.

Quiz Dates: 9/5, 9/12, 9/19, 9/26, 10/23, 10/10, 10/17, 10/24, 10/31, 11/14

HBSE COMMON ASSIGNMENT: CASE ANALYSIS PAPER (20 POINTS) USING THE OTHER WES MOORE TEXT

To fulfill the EPAS competencies of 6.1, 7.2, 8.2, and 9.2 this is a common assignment for all sections of HBSE. The assignment is for students to write a case analysis paper focusing on how to engage, assess, intervene, and **evaluate practice with an individual, a family, a group, an organization, or a community within the memoir The Other Wes Moore: One Name, Two Fates.**

The paper will have several parts:

Competency 6/Part 1 and 2:

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

PART ONE Introduction and relevant background information: In the introduction be sure to clearly indicate who you are identifying as the individual client system and why you chose the client. The introductory background information is to include detailed relevant facts related only to the client you chose. This is grounded in the case information presented about the client you chose to focus on in the case and not based on unwritten assumptions, stereotypes, or biased opinions. This information should help explain the behavior of the client in its social environment.

PART TWO Engagement of the Client in the Case: Use a strengths-based and empowerment theoretical framework to engage the client. It is important to engage the client and develop a relationship so the client will be willing to seek and receive support. Be sure to describe the engagement strategies such as empathy, reflection and interpersonal skills used with the client.

Competency 7/Part 3:

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

PART THREE Assessment of the Case: In reviewing the case, collect and organize the information data from the case study and describe a single problem that the client is facing. Demonstrate critical thinking skills in analyzing the assessment of the case. Choose one theoretical framework that guided the assessment of the problem of the targeted client system. Use at least 3 references/citations of evidence-based, peer-reviewed literature (journal articles) to offer support documentation about the assessments of the problem described. All have to be referred journal articles published later than the year 2000.

Competency 8/Part 4:

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

PART FOUR Intervention Strategies: Develop intervention goals and select appropriate intervention strategies. Describe how the intervention strategies will be implemented. Be sure the problem has its own intervention strategy to address it. Be sure to use a theoretical framework to guide the intervention selection and implementation. Use at least 3 references of

referred journal articles supporting the intervention chosen to address the problem identified and clearly stated in the assessment section of the case.

Competency 9/Part 5:

9.2) Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups

PART FIVE Evaluation of Practice: Select and use appropriate methods to evaluate the interventions selected. Write up how you would know if the intervention you chose was effectively dealing with the problem. In other words, tell how you would know if the intervention is working to address the selected problem. Be sure to use a theoretical framework to guide the evaluation of the intervention selected and implemented.

The case analysis paper should be typed, double-spaced, 12-point Times New Roman font, at least 6 full pages in length (excluding title and reference pages), and must adhere to APA Manual 6th edition. This paper should be supported with a *minimum of 6 refereed journal articles*, although it is encouraged to have more. ALL 6 journal articles have to be recent, published after 2000. Three references are to be used as evidence-based sources of documentation in the assessment of the case and three references are to be used as evidence-based sources for the intervention strategies sections of the case analysis paper.

Criteria for Evaluation:

- √ Evidence that you have responded to each of the areas thoroughly with proper APA citation.
- √ Degree to which writing is clear and concise.
- √ Evidence that you are present (mind, body, and spirit).
- √ Attention is given to spelling/grammar.
- √ Paper meets the length requirements.

Due: 11/2

CASE ANALYSIS PRESENTATION (10 Points)

Students will have 20 minutes within small groups of three to present their case analysis based on the memoir *The Other Wes Moore: One Name, Two Fates* focusing on the five areas (Introduction and relevant background information, Engagement of the Client in the Case of Analysis, Assessment of the Case, Intervention Strategies and Evaluation of Practice). Groups will provide feedback to be integrated into the student's final paper.

Due: 11/5 & 11/7

GROUP CASE ANALYSIS & PAPER (25 POINTS). Groups analyze and write a paper in one of the characters in the film below. If there is another movie the group would like to analyze discuss this with the professor for approval.

- *Juno*

- *Babies*
- *Pursuit of Happiness*
- *I Am Sam*
- *Precious*
- *Garden State*
- *Milk*
- *About Schmidt*
- *Win Win*
- *Smoke Signals*
- *Joy Luck Club*
- *Quinceanera*
- *Us*

Paper Components:

1. Title Page – students name (abstract is not necessary)
2. Introduction to the overall synopsis of the movie (2 points – 1 page)
 - a.) Provide a clear statement of the issue (s) experienced by the main character.
Explain what is the current social issue to be addressed.
3. Explain how the following theories or perspectives could be used to assess/evaluate the main character in the movie (5 points-2 pages). Cite and discuss at least 2 peer reviewed articles to support the discussion.
 - a. Strengths perspective (Chapter 2)
 - b. Systems theory or ecological theory (Chapter 2) Cite and discuss at least 2 peer reviewed articles to support the discussion.
 - c. Create an Ecomap depicting the main character in his/her environment (i.e., micro, mezzo, and macro levels).
4. Explain and apply each theory below. Describe your understanding of why things are as they are through the lens of these theories. Briefly describe the main concepts and tenets of the theory. The main focus of this section should be on justifying why this theory fits with the current event or social issue you selected. Organize the review by subheadings that guide the reader through a logical flow of ideas and strengthen your application of this theory by including prior studies that have used your theoretical framework to a related social issue or event (5 points-3 pages).
 - a. Chapter 3 (biopsychosocial) Cite and discuss at least 2 peer reviewed articles to support the discussion.
 - b. Chapter 4 (sociocultural) Cite and discuss at least 2 peer reviewed articles to support the discussion.
 - c. Chapter 5 (social change) Cite and discuss at least 2 peer reviewed articles to support the discussion.
 - d. Conclusions (3 points- 1 page)
Sum up the application of theories by answering:
How does this relate to the field of social work?
How is this relevant to human behavior in the social environment?

What limitations are there in applying these theories to the issue? How could these limitations be addressed?

5. Describe and intervention and plan (5 points- 2 pages). Describe what will be done and what you plan to do about the situation including at least 3 citations demonstrate effectiveness. Describe how you would evaluate the client using the key concepts of each of these theories and perspectives presented in #4.
6. Evaluation (5 points- 2 pages). Write up how you would know if the intervention chosen was effectively dealing with the issue. In other words, tell how you would know if the intervention is working to address the selected problem. At least 3 citations should be used to support the discussion. Be sure to discuss and use a theoretical framework to guide the evaluation of the intervention selected.

Criteria for Evaluation:

- √ Evidence that you have responded to each of the areas thoroughly with proper 6th Edition APA citation.
- √ Degree to which writing is clear and concise.
- √ Depth of critical analysis in applying content.
- √ Attention is given to spelling/grammar.
- √ Paper meets the length requirements.

Papers should be 10-11 pages in length, not including title and references pages, and typed in Times New Roman 12-point font, adhering to APA Manual 6th edition standards

GROUP CASE ANALYSIS & PRESENTATION (10 POINTS)

The group will present the overall synopsis of the movie, introduction to the case, theories or perspectives could be used to assess/evaluate the main character, intervention and evaluation. Utilize medium (i.e., powerpoint, prezi, etc.) and dress in business casual. All aspects of the analysis are to be grounded in theory, including justification for the intervention selection and implementation.

Each presentation should be 20 minutes in length, followed by a 10-minute question/answer discussion. Provide 2-3 discussion questions to engage the class and encourage class discussion.

Assignment	Points
Active Learning Grade	10
Quizzes	25
Student Case Analysis Paper	20
Student Case Analysis Presentation	10
Group Case Analysis & Theory Presentation	25
Group Case Analysis & Theory Presentation	10
TOTAL	100

VI. GRADES

94.0 and above	A	74.0 to 76.99	C
90.0 to 93.99	A-	70.0 to 73.99	C-
87.0 to 89.99	B+	67.0 to 69.99	D+
84.0 to 86.99	B	64.0 to 66.99	D
80.0 to 83.99	B-	60.0 to 63.99	D-
77.0 to 79.99	C+	Below 60.0	F

VII. CLASS POLICIES AND EXPECTATIONS

1. Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values.
2. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
4. Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Missing more than two classes will result in loss of a letter grade. It is your responsibility to sign the weekly attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.
5. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.
6. Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will not be accepted.
7. The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

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 in Class

The professor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by

others. However, the professor does require that students engage one another with respect and professionalism.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a 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.

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 to keep the university informed about changes to their 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 among 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Electronics in Class

Turn off and put away your cell phones before class begins.

IX. Course Schedule

CLASS #	TOPIC	READINGS	DUE
WEEK 1 8/29	Introduction	NASW (2017). <i>Code of ethics of the National Association of Social Workers</i> . Washington, DC: National Association of Social Workers. Retrieved August 20, 2019, from https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English	
WEEK 2 9/03	Integrating Framework For Human Behavior Theory & Social Work Practice	Rogers (2016) pp. 1-57 Moore (2011), pp. xi-45 Sullivan, J.E., & Zayas, L.E. (2013). Passport biopsies: Hospital deportations and implications for social work. <i>Social Work, 58</i> (3), 281-284.	
9/05	Historical Approach Foundations for Multi-Level Practice		

	Contemporary Perspectives		Take Home Quiz 1 Due 3 Top Film Analysis Choices
WEEK 3 9/10	Biopsychosocial Dimensions Neurobiological Underpinnings of Human Development Neurodiversity and Autism	Rogers (2016) pp. 58-78 Moore (2011), pp. 46-62	
9/12	Virtual Class Group Viewing of Film		Take Home Quiz 2 Due
WEEK 4 9/17	Cognitive Development Piaget's Theory Psychodynamic Theories Erikson's Theory of Psychosocial Development	Rogers (2016) pp. 78-104 Moore (2011), pp. 66-107 Rose, J., & Paisley, K. (2012). White privilege in experiential education: A critical reflection. <i>Leisure Sciences: An Interdisciplinary Journal</i> . 34(2), 136-154. doi: 10.1080/01490400.2012.652505	
9/19	Behavioral and Learning Theories Humanistic and Existential Perspectives		Take Home Quiz 3 Due

<p>WEEK 5 9/24</p>	<p>Presentation: Laura Dupris CMHC Care Counselor <i>Managing Boundaries as an Emerging Social Worker</i></p>		
<p>9/26</p>	<p>Virtual Class The Life Course Perspective: Pre-Pregnancy and Prenatal Issues</p>	<p>Rogers (2016) pp. 171-208 Larkin, H., Shields, J.J., & Anda, R.F. (2012). The health and social consequences of Adverse Childhood Experiences (ACE) across the lifespan: An introduction to prevention and intervention in the community. <i>Journal of Prevention & Intervention in the Community</i>, 40(4), 263-270. doi: 10.1080/10852352.2012.707439 Addressing Infant Mortality: Preconception Health https://edge.edx.org/courses/course-v1:UTHealthSPHx+InfantMort1+Self-paced/about</p>	<p>Take Home Quiz 4</p>
<p>WEEK 6 10/01</p>	<p>Theories of Human Development Development in Infancy and Childhood</p>	<p>Rogers (2016) pp. 105-139, 209-246 Moore (2011), pp. 108-122 Bakermans-Kranenburg, M., van Ijzendoorn, M.H., & Juffer, F. (2003). Less is more: Meta- analyses of sensitivity and attachment</p>	

	<p>Infancy and Childhood</p> <p>Socio-Cultural Dimensions</p> <p>Attachment</p>	<p>interventions in early childhood. <i>Psychological Bulletin</i>, 129(2), 195-215. doi: 10.1037/0033-2909.129.2.195</p>	
10/03	<p>Disrupted attachment in children and youth in foster care</p> <p>Film: ReMoved</p>		Take Home Quiz 5 Due
<p>WEEK 7</p> <p>10/08</p>	<p>Social Change Dimensions</p> <p>Psychological Development in Adolescent</p>	<p>Rogers (2019), pp.140-170, 278-317</p> <p>Moore (2011), pp. 126-145</p> <p>Fong, R., & Cardoso, J.B. (2010). Child human trafficking victims: Challenges for the child welfare system. <i>Evaluation and Program Planning</i>, 33(3), 311-316. Doi: 10.1016/j.evalprogplan.2009.06.018</p>	
10/10	<p>Gender, Gender Identity, Gender expression Sexual Orientation</p>		Take Home Quiz 6
<p>WEEK 8</p> <p>10/15</p>	<p>Development Early Adulthood Young and Spirituality</p>	<p>Rogers (2016), pp. 318-353</p> <p>Moore (2011), pp. 146-171</p> <p>Johnson, J.K., & Armour, M. (2016). Finding strength, comfort, and purpose in spirituality after homicide. <i>Psychology of Religion</i></p>	

		<i>and Spirituality</i> . Online first. doi: 10.1037/rel10000090	
10/17	Mental Illness Family Systems Theory Sexism		Take Home Quiz 7
WEEK 9 10/22	Middle Adulthood	Rogers (2016), pp. 354-387 Moore (2011), pp. 173-180 Fowler, J.C., Allen, J.G., Hart, J.M., Szlyk, H., Frueh, B.C., Ellis, T., & Oldham, J.M. (2014). Intensive inpatient treatment improves emotion-regulation capacities among adults with severe mental illness. <i>Borderline Personality Disorder and Emotion Dysregulation</i> , 1(19), 1-10. doi: 10.1186/2051-6673-1-19	
10/24	Retirement		Take Home Quiz 8
WEEK 10 10/29	Later Adulthood	Rogers (2016), pp. 388-435 Moore (2011), pp. Afterword, A Call to Action, Resource Guide Choi, N.G., Marti, C.N., & Conwell, Y. (2016). Effect of Problem-Solving Therapy on depressed low-income homebound older adults' death/suicidal ideation and hopelessness. <i>Suicide and Life-Threatening Behaviors</i> , 46(3), 323-335. doi: 10.1111/sltb.12195	
10/31	Virtual Class:	Optional: Overview of Mental Wellness	

	Preparation for Case Presentation and Paper	https://edge.edx.org/courses/course-v1:UTHealthx+MW1+Self-Paced/about	Take Home Quiz 9
WEEK 11			
11/5	Case Presentations		
11/7	Case Presentations		
WEEK 12			
11/12	Challenges and Opportunities in Social Work Trauma	Rogers (2016), pp. 436-459 Lopez Levers, L., & Hyatt-Burkhart, D. (2012). Immigration reform and the potential for psychosocial trauma: The missing link of lived human experience. <i>Analyses of Social Issues and Public Policy</i> , 12(1), 68-77. doi: 10.1111/j.1530-2415.2011.01254x	Case Paper Due
11/14	Psychoeducational parenting groups Military Families		Take Home Quiz 10
WEEK 13			
11/19	Organizations		
11/21	Communities		
WEEK 14			
11/26	Virtual Class Group Case Analysis & Presentation Preparation		

11/28	NO CLASS	ENJOY THE HOLIDAY	
WEEK 15 12/3	Group Case Analysis & Presentations		
12/5	Group Case Analysis & Presentations		
WEEK 16 12/10	Social Movements		Paper Due Cooperative Learning Grade

X. BIBLIOGRAPHY

Bakermans-Kranenburg, M., van Ijzendoorn, M.H., & Juffer, F. (2003). Less is more: Meta-analyses of sensitivity and attachment interventions in early childhood. *Psychological Bulletin*, *129*(2), 195-215. doi: 10.1037/0033-2909.129.2.195

Choi, N.G., Marti, C.N., & Conwell, Y. (2016). Effect of Problem-Solving Therapy on depressed low-income homebound older adults' death/suicidal ideation and hopelessness. *Suicide and Life-Threatening Behaviors*, *46*(3), 323-335. doi: 10.1111/sltb.12195

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