

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

Course Number:	SW 327/URB 328S	Instructor:	Rosalie Ambrosino, PhD
Unique Number:	61055/37777	Email:	rambrosino@utexas.edu
Semester:	Spring 2021	Office:	Virtual
Meeting Time/Place:	MW 11:00 am-12:30	Phone:	210-241-0391
	M asynchronous; W class on zoom	Office Hours:	MW 12:30-2 p.m. via zoom; 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.

Course prerequisites include Social Work 310 and 312 and either Psychology 304 (Child Psychology) or Child Development 313 (Child Development). Social Work 325 (Foundations of Social Justice) is also required as part of this curriculum area and usually is taken concurrently with SW327.

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 Educational Policies and Accreditation Standards (EPAS).

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

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

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

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

Outcome 7.2: Apply knowledge of human behavior and the social environment, person-in-environment, and

other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

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

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

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

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

III. CLASS FORMAT AND TEACHING METHODS

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

- On Mondays, with the exceptions of January 25 and May 3 when we will have an organized class on zoom, students will focus on asynchronous content. No later than Thursday of the prior week, a module will be posted on Canvas giving an overview of the coming week's content and assignments, several narrated slide presentations with embedded video clips, links to all required readings for the week other than the text, and the links to any assignments due that week.
- Required zoom class sessions will be held on Wednesdays from 11a.m.-12:15 p.m. Students will be expected to complete all readings and content in the module prior to Wednesday's zoom class and come to class prepared to apply the week's material through large and small group discussions, case studies, group presentations, role plays, and other experiential exercises.
- Students will also post a learning reflection on Canvas the weeks reflections are due no later than Wednesday at 11:59 p.m. (Typically students will use the Monday 11-12:15 protected time to complete the module and the weekly learning reflection prior to coming to Wednesday's class.) Students will be expected to respond to at least two peers' reflections no later than Friday at 11:59 p.m.

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

IV. REQUIRED TEXTS AND MATERIALS

Grande, R. (2012). *The distance between us*. Washington Square Press.

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

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

V. COURSE REQUIREMENTS

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

1. **Reflective Discussions:** Students will view modules containing content relating to the week's topics asynchronously, including PowerPoint slides and video/media presentations, and also complete assigned readings. Students will then complete a total of ten of twelve posted reflective discussions on Canvas during the semester, responding to prompts that allow for reflection, integration, and

application of content covered in the modules, including slides, media, and readings (reflections will be due on Wednesdays). Students will then respond to at least two of their peers no later than Fridays. Since this is a writing flag course, emphasis will be both on content and writing. See syllabus appendix for specific assignment guidelines. (40% of grade)

2. **Individual case analysis:** Each student will write an independent case analysis based on one of the following case studies in the Hutchison text: 2, 10.1, 10.2, 10.3, 11.2, 12.1, 12.3, 13.1, 14.2, 15.1, or 16.2. The analysis will focus on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. Students will incorporate a literature review, integrating at least 5 peer-reviewed journal articles, that supports the assessment and intervention portions of their case analysis. The case analysis will be submitted in two installments; the first half of the assignment will be submitted in draft form. After receiving feedback from the instructor and two peers, students will revise their draft and combine it with remaining required content in a final case analysis. See syllabus appendix for specific assignment guidelines (40% of grade)
3. **Group case analysis:** Students will work in groups of 4-6 to plan and present a case analysis based on one of the following case studies in the Hutchison text: 7, 9.1, 11.3, 12.2, 13.3, 14.1, 15.2, or 16.1). See syllabus for specific assignment guidelines (10% of grade)
4. **Student Participation** - Attendance and active participation are critical to the teaching and learning in this course. Students are expected to be in zoom class sessions, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them, and “being present” and involved in experiential activities and discussions. Note that even if absences are excused, missing more than two zoom classes will impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present (10% of final grade)

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

Summary of Semester Assignments and Grade Breakdown

Assignment	Date Due	% of Grade
10 reflective discussions and peer responses	Wednesdays reflections 1/27; 2/3, 10, 17, and 24; 3/3, 10, and 24; 4/7, 14, 21, and 28; Fridays/peer responses 1/29; 2/5, 12, 19, and 26; 3/5, 12, and 26; 4/9, 16, 23, and 30	40
Case analysis/ Installment 1/draft and peer review	April 2 - installment 1 due (15% of grade) April 9 - 2 peer reviews due (5% of grade)	20
Case analysis/final submission	Optional installment II draft due 4/23; final case analysis due 5/7	20
Group case analysis presentation	Depends on assigned case	10
Student participation	NA	10
TOTAL		100

VI. GRADES

Overall Criteria for Evaluating Student Assignments

Since this is a writing flag course, all written assignments will be graded on both content and writing. Your written work should be well-conceptualized and researched, clearly organized, and supported by

examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. The University requires that all faculty use the following grading scale:

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

VII. CLASS POLICIES

1. **Instructor Contact:** If you wish to make an appointment to see me, cannot attend a zoom class, or have a question about the course, please send an email to me at rambrosino@utexas.edu. You can also call or text me at 210-241-0391 (cell) or we can set up a conference via zoom. 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. This is a fast-paced course, and thus class attendance is expected, as is submitting assignments on time to help ensure that you complete the course with a satisfactory grade. Students may miss two of the scheduled zoom class periods without penalty. Those who do not attend class on a regular basis (missing more than two classes without a valid excuse, e.g., medical documentation) will receive a lower grade in the course. Two points will be deducted from your final grade for each zoom class session missed beyond two. Your participation grade will also be impacted, since you cannot participate if you are not present.
3. **Electronic Devices:** Students will need a computer with a video camera and microphone and Internet access for zoom sessions. Students are asked to have cell phones on vibrate or turned off during class unless they are using them for their zoom connection. If you receive an emergency call, mute your audio and video connections until you are finished with the call. You are also expected to refrain from texting and to keep your camera on during class to maintain a community of learning.
4. **Submission of Papers and Late Assignments:** All assignments other than the reflective discussions and peer responses must be submitted as a word document on Canvas by 11:59 p.m. the day that an assignment is due. Reflective discussions and peer responses should be posted directly in the discussion section of the course. All assignments must be submitted on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. Students will be given one “day of grace” before late points will be deducted; any assignments submitted after that will result in a deduction of 5% for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement. Because final grade averages on Canvas only reflect submitted and graded assignments, any missing assignments will be given a grade of 0 ten days after the due date to

allow students to have a realistic view of their current course grade. If exceptions are made to allow a student to submit an assignment past that date because of extenuating circumstances, the grade will be changed after the assignment has been submitted and graded.

5. **APA & References: APA & References:** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the Publication Manual of the American Psychological Association 7th edition. Information on APA style and format can be found on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL) https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.
6. **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.
7. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in their absence; all changes will be published on Canvas.

VIII. UNIVERSITY POLICIES

1. **Covid-19 Related Information:** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>
2. **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.
3. **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/>.
4. **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.

5. **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/>.
6. **Policy on Social Media and Professional Communication:** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

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

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

7. **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/academicintegrity.php>.

8. **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.
9. **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.
10. **Use of E-Mail for Official Correspondence to Students**: Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.
11. **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.
12. **Title IX Reporting**: In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.
13. **Campus Carry Policy**: The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.
14. **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.

15. **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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

16. **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.

IX. COURSE SCHEDULE (full citations for readings can be found in bibliography section)

Date	Topics	Assignments Due	Readings
Week 1 Wednesday, January 20 No organized zoom class	<ul style="list-style-type: none"> • No organized zoom class – watch the inauguration of President Biden and Vice President Harris (needed for week 2 discussion reflection) 	VIEW: Module 1 - Course overview; writing from a social work perspective SUBMIT: Intro to peers by 11:59 p.m. 1/24	<ul style="list-style-type: none"> • Syllabus
Week 2 Monday, January 25 Zoom session	<ul style="list-style-type: none"> • Welcome • Questions about course • Establishment of guidelines for class discussion • A multidimensional approach to human behavior and social work practice • Writing from a social work perspective 	COMPLETE: Module 2 asynchronous content SUBMIT: Group case preferences by 1/25 at 11:59 p.m.	<ul style="list-style-type: none"> • Hutchison, Chapter 1, Human behavior: A multidimensional approach • Canvas: Ambrosino et al., The ecological/systems framework
Wednesday, January 27 Zoom session	<ul style="list-style-type: none"> • Finalization of case presentations • Application: Integrating research, theory and practice; ecosystems and strengths perspectives 	SUBMIT: Week 2 discussion reflection by 11:59 p.m. 1/27; Responses to at least two peers 1/29	
Date	Topics	Assignments Due	Readings

Week 3 Monday, February 1 Asynchronous session	<ul style="list-style-type: none"> Theoretical perspectives on human behavior and the social environment: conflict, social constructionist, Vygotsky Cultural implications for understanding human behavior 	COMPLETE: Module 3 asynchronous content	<ul style="list-style-type: none"> Hutchison, Chapter 2, Theoretical perspectives on human behavior Canvas: Hepworth et al., Chapter 3, Overview of the helping process, pp. 35-45
Thursday, February 3 Zoom session	<ul style="list-style-type: none"> Application: Conflict, social constructionist, and Vygotsky/social cultural theory 	SUBMIT: Week 3 reflection by 2/3 at 11:59 p.m. Responses to at least two peers by 11:59 p.m. 2/5	
Week 4 Monday, February 8 Asynchronous session	<ul style="list-style-type: none"> Social justice, structure, and institutions Group structure/dynamics Formal organizations Communities Theories of social inequality: Critical race theory, feminist theory 	COMPLETE: Module 4 module asynchronous content	<ul style="list-style-type: none"> Hutchison, Chapter 8, Small Groups, formal organizations, and communities and Chapter 9, Social structure, social institutions and social movements: Global and national Canvas: Kolivoski, et al., Critical race theory: Opportunities for application in social work practice and policy
Wednesday, February 10 Zoom session	<ul style="list-style-type: none"> Application: Using critical race and feminist perspectives to understand structural and institutional racism/disparities based on race, class and gender Group case presentation (Case 9.1 Leticia Renteria) 	SUBMIT: Week 4 reflection by 2/10 at 11:59 p.m. Responses to at least two peers' reflections by 2/12 at 11:59 p.m.	
Week 5 Monday, February 15 Asynchronous session	<ul style="list-style-type: none"> Cultural and physical environmental factors that shape development <ul style="list-style-type: none"> Race/ ethnicity, gender/ gender identity, class, religion/spirituality, ability, sexual orientation Ecojustice and environmental racism 	COMPLETE: Module 5 module asynchronous content	<ul style="list-style-type: none"> Hutchison Chapter 6, Culture and the physical environment Canvas: Bowleg, The problem with the phrase <i>women and minorities</i>: Intersectionality – an important theoretical framework for public health
Date	Topics	Assignments Due	Readings

Wednesday, February 17 Zoom session	<ul style="list-style-type: none"> Application: Intersectionality of identities; environmental racism 	SUBMIT: Week 5 reflection by 2/17 at 11:59 p.m. Responses to at least two peers' reflections by 2/19 at 11:59 p.m.	
Week 6 Monday, February 22 Asynchronous session	<ul style="list-style-type: none"> Understanding family systems and dynamics Family constellations Family stress and coping and family resiliency perspectives 	COMPLETE: Module 6 asynchronous content	<ul style="list-style-type: none"> Hutchison, Chapter 7, Families
Wednesday, February 24 Zoom session	<ul style="list-style-type: none"> Application: Theoretical frameworks when assessing and working with families Group case presentation (Case 7 The Sharpe family) 	SUBMIT: Week 6 reflection by 2/24 at 11:59 p.m. Responses to at least two peers' reflections by 2/26 at 11:59 p.m.	
Week 7 Monday, March 1 Asynchronous session	<ul style="list-style-type: none"> Biopsychological dimensions Brain-based implications Adverse Childhood Experiences Impact of trauma on the brain and human behavior 	COMPLETE: Module 7 asynchronous content	<ul style="list-style-type: none"> Hutchison, Chapter 3, The biological person Canvas: Shaia et al., Socially-engineered trauma and a new social work pedagogy: Socioeducation as a critical foundation of social work practice
Wednesday, March 3 Zoom session	<ul style="list-style-type: none"> Application of ACE and trauma-informed perspectives 	SUBMIT: Week 7 reflection by 3/3 at 11:59 p.m. Responses to at least two peers' reflections by 3/5 at 11:59 p.m.	
Week 8 Monday, March 8, Asynchronous session	<ul style="list-style-type: none"> The psychological person Cognitive and emotional theories Religion and spirituality 	COMPLETE: Module 8 asynchronous content	<ul style="list-style-type: none"> Hutchison, Chapter 4, The psychological person And Chapter 5, The spiritual person
Wednesday, March 10 Zoom session	<ul style="list-style-type: none"> Application of cognitive and emotional theories 	SUBMIT: Week 8 reflection by 3/10 at 11:59 p.m. Responses to at least two peers' reflections by 3/12 at 11:59 p.m.	
March 15-21	<ul style="list-style-type: none"> SPRING BREAK/ Informal study of human behavior! 		
Date	Topics	Assignments Due	Readings

Week 9 Monday, March 22 Asynchronous session	<ul style="list-style-type: none"> • The life course perspective • Psychosocial/developmental frameworks • Reproductive rights • Prenatal development • Impact of pregnancy and birth on teens/adults 	COMPLETE: Module 9 asynchronous content	<ul style="list-style-type: none"> • Hutchison, Chapters 10, Life course perspective and 11, The journey begins: Conception, pregnancy, and infancy • Canvas: Newman & Newman, the life cycle framework
Wednesday, March 24 Zoom session	<ul style="list-style-type: none"> • Application of psychosocial/developmental framework • Reproductive rights • Impact of pregnancy and birth on teens/adults • Group case presentation (Case 11.3 Sarah's Teen Dad) 	SUBMIT: Week 9 reflection by 3/24 at 11:59 p.m. Responses to at least two peers' reflections by 3/26 at 11:59 p.m.	
Week 10 Monday, March 29 Asynchronous session	<ul style="list-style-type: none"> • Development in infancy, toddlerhood, and early childhood <ul style="list-style-type: none"> ○ Infant temperament ○ Attachment/implications for adolescent and adult development 	COMPLETE: Module 10 Asynchronous content (No reflection this week)	<ul style="list-style-type: none"> • Hutchison, Chapter 12, Toddlerhood and early childhood • Grande, pp. 1-46 (Part I, chapters 1-5)
Wednesday, March 31 Zoom session	<ul style="list-style-type: none"> • Application: Attachment theory • Group case presentation (Case 12.3 Terri's Terrible Temper) 	SUBMIT: Case analysis installment I draft 4/2 at 11:59 p.m.;	
Week 11 Monday, April 5 Asynchronous session	<ul style="list-style-type: none"> • Development in middle childhood <ul style="list-style-type: none"> ○ Family and peers ○ Educational settings ○ Child maltreatment ○ Social learning and resiliency perspectives 	COMPLETE: Module 11 asynchronous content	<ul style="list-style-type: none"> • Hutchison, Chapter 13, Middle childhood • Grande, pp. 47-159 (Part I, chapters 6-20)
Wednesday, April 7 Zoom session	<ul style="list-style-type: none"> • Application of intersectionality, CRT, social learning, and resiliency perspectives • Group case presentation (Case 13.3 Manuel Vega's difficult transition) 	SUBMIT: Week 11 reflection by 4/7 11:59 p.m. Peer case reviews and responses to at least two peers' reflections by 4/9 at 11:59 p.m. Case analysis installment I draft returned 4/9	
Date	Assignments Due	Readings	Readings

Week 12 Monday, April 12 Asynchronous session	<ul style="list-style-type: none"> • Adolescence <ul style="list-style-type: none"> ○ Peers ○ Identity development ○ Moral choices 	COMPLETE: Module 12 asynchronous content	<ul style="list-style-type: none"> • Hutchison, Chapter 14, Adolescence • Tatum, Why do all the Black kids sit together in the cafeteria? • Grande, pp. 160-282 (Part II, chapters 1-19)
Wednesday, April 14 Zoom session	<ul style="list-style-type: none"> • Application: Identity development • Group case presentation (Case 14.1 David's Coming Out Process) 	SUBMIT: Week 12 reflection by 4/14 at 11:59 p.m. Responses to at least two peers' reflections by 4/16 at 11:59 p.m.	
Week 13 Monday, April 19 Asynchronous session	<ul style="list-style-type: none"> • Development in young and middle adulthood <ul style="list-style-type: none"> ○ Intimacy ○ Education, work and family ○ Myth of midlife crisis 	COMPLETE: Module 13 asynchronous content	<ul style="list-style-type: none"> • Hutchison, Chapter 15, Young and middle adulthood • Grande, pp. 282-322 (Part II, chapters 20-24 and epilogue)
Wednesday, April 21 Zoom session	<ul style="list-style-type: none"> • Application - Development in young and middle adulthood <ul style="list-style-type: none"> ○ Social constructionist and feminist theories • Group case presentation (Case 15.2 Viktor Spiro) 	SUBMIT: Week 13 reflection by 4/21 at 11:59 p.m. Responses to at least two peers' reflections by 4/23 at 11:59 p.m. Optional draft of case analysis installment II by 11:59 p.m. on 4/23	
Week 14 Monday, April 26 Asynchronous session	<ul style="list-style-type: none"> • Development in late adulthood <ul style="list-style-type: none"> ○ Retirement and income ○ Health disparities • Loss and grief and implications for human behavior 	COMPLETE: Module 14 asynchronous content	<ul style="list-style-type: none"> • Hutchison, Chapter 16, Older adulthood
Wednesday, April 28 Zoom session	<ul style="list-style-type: none"> • Application: Development in older adulthood – race, class and gender disparities; loss and grief • Group case presentation (Case 16.1 Ms. Ruby Johnson) 	SUBMIT: Week 14 reflection by 4/28 at 11:59 p.m. Responses to at least two peers' reflections by 4/30 at 11:59 p.m.	
Week 15 Monday, May 3 Asynchronous session	Disparities and indigenous groups: Impact on human behavior and macro factors	COMPLETE: Module 15 asynchronous content No reflection this week	
Wednesday, May 5 Zoom session	<ul style="list-style-type: none"> • Application: Grande book • Our changing world: Implications for social work 	SUBMIT: Final case analysis by 5/7 at 11:59 p.m.	

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

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APPENDIX
ASSIGNMENT GUIDELINES

1. REFLECTIVE DISCUSSIONS - 40% of final grade

Each week the instructor will post a module that includes asynchronous PowerPoint slides and other materials to be reviewed in addition to assigned readings. After reviewing materials, during weeks 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, and 14, students will submit a learning reflection (estimated one page single spaced) on the Canvas discussion board link in response to a series of prompts no later than Wednesday (January 27; February 3, 10, 17, and 24; March 3, 10, and 24; and April 7, 14, 21, and 28; by 11:59 p.m. They will then respond to at least two peers' postings (1/3 to 1/2 page) no later than Friday of that week (January 29; February 5, 12, 19 and 26; March 5; 12, and 26; and April 9, 16, 23, and 30) by 11:59 p.m. Students can respond to either an initial peer's post or a response to an initial post, expanding discussion and critical thinking in subsequent posts.

Initial responses should be reflective and integrate content from materials viewed (the text and readings on Canvas, slides, videos and other materials in the module) with appropriate citations; they should not be merely a summary of materials. Students also can apply content to their own life experiences or earlier class discussions and raise questions about materials that were unclear or that they would like to learn more about/discuss in class sessions. No other sources are needed unless the prompt specifically calls for them. Responses to peers should also deepen the conversation, integrating course content, comparing perspectives shared, and asking thoughtful questions, rather than just a brief "great commentary – I agree!"

Students will receive up to 4 points each week for their postings; points will be determined by thoughtful responses to prompts that demonstrate critical thinking as well as integration of readings and asynchronous course materials. Because this is a writing flag course, discussions will count toward the writing requirements for the flag and a portion of your grade each week will be based on your written communication skills. Grades will be calculated based on the highest 10 grades, so students will have the option of completing 10 of the 12 reflections, or dropping their lowest grades if they complete all 12. Students should post responses directly on the discussion board link rather than submitting them in a word or PDF document.

2. CASE ANALYSIS PAPER (approximately 8 pages excluding title and reference pages); installment I due 4/2 and counts 15% toward your final grade; peer reviews of two colleagues' papers due 4/9 and count 5% toward your final grade; and final paper incorporating installment II due 5/7 and counts 20% toward your final grade

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

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

The objectives of this assignment are:

- To apply critical thinking to the problem identification, assessment and intervention planning for a case situation.
- To practice using evidence-based resources to guide case interventions.
- To apply a theoretical framework(s) to a case and presenting problem.
- To gain experience writing a formal case analysis using APA format.

This analysis will be submitted in two installments: Installment I (includes parts 1, 2, and 3 of the assignment requirements) must be posted on Canvas no later than April 2 at 11:59 p.m. and counts 15% toward your final grade. Each student will review two peers' papers and provide feedback, which counts 5% toward your final grade. You may submit an optional draft of installment II due April 23. Your final analysis, which includes Installment I (revised) and Installment II (includes parts 4 and 5 of the assignment requirements), must be posted on Canvas no later than May 7 at 11:59 p.m. and counts 20% toward your final grade (5% based on revisions to Installment I).

The case analysis paper should be written using one of the following cases in the Hutchison text: 2 (McKinley family), 10.1 (David Sanchez), 10.2 (Phoung Le), 10.3 (Suarez family), 11.2 (Thompsons' premature birth), 12.1 (Overprotecting Henry), 12.3 (Ron and Rosalind's grandmother), 13.1 (Anthony Bryant), 14.2 (Carl's struggle for identity), 15.1 (Sheila Henderson), or 16.2 (Margaret Davis). Students need to choose a case that focuses on issues different than cases they may be assessing in other classes.

The case analysis should be at least eight full double-spaced, 12-point font, pages in length (excluding title and reference pages) and must adhere to APA 7th edition guidelines. This analysis should be written in third person and supported with a minimum of eight peer-reviewed, refereed journal articles published after 2000, preferably no more than 10 years old (unless you are citing the original author of a theory or an important historic citation). Do not use more than one website as one of your references unless the reference is a peer

reviewed, refereed journal article. Installment I must include a **minimum of five sources**, cited appropriately in the body of your document and on your reference page. The **minimum of eight sources in your final submission will include those used in installment I.**

CASE ANALYSIS PAPER OUTLINE AND CONTENT

INSTALLMENT I (due at 11:59 p.m. April 2; minimum of five sources; include reference page)

Part 1 - Relevant Background Information: In this introduction to your case, include information about the client/client system (i.e., if an individual, age, race/ethnicity, gender, sexual orientation/gender identity, economic status, religion if relevant, and current living situation). The introductory background information is to include relevant facts related only to the targeted client system you chose. This is grounded in the information presented about the client system in the case study on which you chose to focus, and not based on unwritten assumptions, stereotypes, or biased opinions. This information should help explain the behavior of the client system in their social environment. Be sure to indicate clearly who you are identifying as the targeted client system, which can be an individual, family, group, organization, or community, why you chose that system as the client, and the presenting problem (what the client would tell the agency when they set up the appointment to see the social worker or during their first session when asked why they came) (Suggested length – 1 page)

Part 2 - Engagement of the Client in the Case: It is important to engage the client and develop a relationship so the client will be willing to seek and receive help. Use a strengths-based and empowerment theoretical framework to engage the client. Describe engagement strategies such as empathy, reflection and interpersonal skills a social worker could use with the targeted client system in the case. Remember the targeted client system can be an individual, family, group, organization, or community. Note that this discussion should not focus on the information a social worker will gather during their assessment as they work with the client, but how they will build an initial relationship. Be sure you personalize your discussion to fit the client/client system; don't just use generic content you would use in working with any client. For example, if the client is a 16 year old male, what would you talk about relevant to their life experiences and interests to get to know them? (Suggested length – 1 or 2 paragraphs)

Part 3 - Assessment of the Case: In reviewing the case, collect and organize the information data from the case study, drawing on peer-reviewed articles to inform your understanding as you work. Demonstrate critical thinking skills in your assessment of the case. Identify and discuss the biopsychosocial and cultural factors that contributed to the problem. Summarize the various environmental/ contextual factors that relate to the case (e.g., individual, family, peers, school/employment, neighborhood/ community; biological, cultural, economic, political/legal, ethical). Do not reiterate the facts of the case, but describe the contextual issues surrounding the case objectively. Incorporate one theoretical framework to guide your assessment. Explain the theory and then show how it is relevant to the problems and core issues of the case. Integrate content from at least 3 appropriate peer-reviewed journal articles to offer supportive documentation of your assessment of the client and their strengths and challenges. (Don't review the articles one by one at the end of your assessment section.) All articles used should be published later than the year 2000, preferably no more than 10 years old. End your assessment with your interpretation of what you think the social worker and client/client system would see as the primary problem(s) to be addressed once the assessment has been completed. This will then serve as a bridge to the next installment, which focuses on setting goals and determining interventions to address the problem(s).

(Suggested length 3 ½ pages; assessment and contextual discussion should be about 2-2 1/2 pages; theory discussion should be about 1 page)

PEER REVIEW (Due April 9 at 11:59 p.m.)

When students submit their first installment on Canvas, they will also email copies to two designated peers in the course. Peers will then review the two assigned case studies and, using the form posted on Canvas in the writing sources module, provide feedback via email within one week to their peers noting strengths and suggested changes in both content and writing mechanics (i.e., organization, punctuation, grammar, spelling). Students will be expected to

be strengths-based but provide helpful critique that will be useful to peers in revising their analysis. They will also post a copy of the feedback on Canvas for grading. **Peer reviews will count 5% toward the student's final grade.**

INSTALLMENT II/FINAL ANALYSIS (Optional draft due April 23 at 11:59 p.m.; Final analysis due May 7 at 11:59 p.m.; minimum of eight difference sources, incorporating those from Installment I)

Part 4 – Goals and Intervention Strategies: Based on your assessment of the case, develop one or more goals and select appropriate intervention strategies for each goal that the social worker and the client/client system would collaborate on to address the problem(s) you have identified. Describe how the intervention strategies will be implemented. Be sure the strategies relate to the identified problem and are consistent with your assessment of the case and the goal the strategy is intended to meet. Strategies should be distinct, feasible/realistic, and culturally grounded. Note briefly the advantages and disadvantages of each strategy selected, making a case for why you are including it. Incorporate at least 3 references from refereed journal articles supporting the intervention(s) chosen. You must also draw on a theoretical framework to guide the intervention selection and intervention. One theoretical framework can be used for all intervention strategies. (It can be either the same framework used in your assessment section or a different framework.) (Suggested length 2-3 pages)

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

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

Installment I

- Introduction/background and identification of client/client system and presenting problem (20 points)
- Engagement of the client/client system (20 points)
- Assessment of the case, including use of theory/frameworks and journal articles and a final identification of the problem determined by the social worker and the client/client system after the assessment has been completed (40 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

Installment I will count 15% toward your final grade

Final Case Assessment

- Revisions made to installment I based on instructor and peer feedback (10 points)
- Selection and explanation of goals and intervention strategies to address them, including connection to assessment, cultural relevance, and use of theory/frameworks and at least 3 journal articles in your assessment discussion and at least three journal articles in your intervention discussion (55 points)
- Evaluation describing how you will determine if goals were met/problems addressed (15 points)
- Writing quality and style, including abstract and appropriate use and formatting of references (20 points)

Your final submission (revised Installment I and Installment II) will count 20% toward your final grade.

3. CASE ANALYSIS PRESENTATION - 15% of Final Grade

The due date for this assignment depends on which case you are presenting (see syllabus).

Students will be divided into groups, with each group required to lead the case discussion for one case. The objectives of this assignment are:

- To gain experience leading and participating in case conferences/staffings.
- To further skills in assessment and intervention planning using evidence-based resources as guidance.
- To gain experience applying theoretical perspectives to client situations.

- To gain experience leading creative, engaging oral presentations.

Students will sign up for one case analysis presentation based on the selection of possible **Cases 7 (Sharpe family's post deployment adjustment), 9.1 (Leticia Renteria's struggle to make it in the U.S.), 11.3 (Sarah's teen dad), 12.2 (Terri's terrible temper), 13.3 (Manuel Vega's difficult transition), 14.1 (David's coming out process), 15.2 (Viktor Spiro, finding stability at 44) or 16.1 (Ms. Ruby Johnson is providing care for three generations).**

Based on your top 4 choices, you will be assigned to a group of 4-6 students. Presentations will take place according to the schedule of class topics and readings that can be found in the course schedule. Your group can either present your case "in person" on zoom or pre-record your presentation and then respond to questions/ facilitate a discussion of your case "in person" on zoom after showing your pre-recorded presentation.

The purpose of presenting your case analysis is to gain experience presenting a case and engaging and describing your opinions to your peers. A goal of your presentation will be to have the class participate and discuss multiple perspectives on a case analysis related to assessment and intervention. A relevant portion of the assigned readings for the same week of class that the group's presentation takes place should be incorporated into your presentation. Groups should indicate how the readings informed their analysis of the case. The readings may also be incorporated in the interactive discussion of the case with the class. Groups should speak with the instructor for clarification of which readings to reference.

Presentations, including discussion, will last approximately 30 minutes. Presenters will lead the discussion and class members will actively ask questions and provide feedback to the group presenting the case. Creativity is strongly encouraged, so make your presentation interesting and interactive. You may use slides to ensure that your material is organized and to help guide discussion, mirror a case staffing that many social workers engage in in their practice settings, use other forms of role plays, incorporate art and/or music, or whatever other approaches the group thinks fit best with the case being presented. Posted handouts are also recommended. Any documents to be posted and a reference list of sources used should be emailed to the instructor at least one day prior to the presentation. The group presentation needs to cover:

- 1) background information including relevant information about the identified targeted client system
- 2) identification of the presenting problem and client/client system
- 3) engagement, explaining how you would specifically engage this particular client system to develop a working relationship
- 4) assessment, including a) biopsychosocial cultural and other contextual factors that help you understand the client/client system, factors that are contributing to the identified problem, and those that can be used to address it (i.e. strengths); b) use of a single or multiple theoretical framework(s) to guide your assessment and c) inclusion of at least 3 peer-reviewed journal articles to guide your assessment
- 5) a) goals a social worker would establish with the client/client system based on the assessment and interventions to address the goals; b) a single or multiple theoretical framework(s) to guide your selection and implementation of interventions; c) incorporation of peer reviewed articles to guide your selection and implementation of interventions, and d) a discussion of the pros and cons of each proposed intervention, incorporating cultural factors, and e) a determination of which interventions you chose and why
- 6) an evaluation strategy for each of the goals to determine if the interventions selected address the problems/established goal

Each student must orally present a part of the group presentation to receive a grade. Be sure to integrate the literature review of the peer-reviewed journal articles in the assessment and intervention parts of the group presentation. Theoretical frameworks need to be explained regarding why they were chosen and how they are relevant to the case.

Groups will be graded based on the following:

- Introduction (5 points)
 - Background and summary of case
 - Identification of client/client system and statement of presenting problem(s)
 - Engagement (5 points)
 - Assessment (25 points)
 - Discussion and context of the case
 - Use of evidence-based support
 - Application of theory
 - Goals and Interventions (25 points)
 - Addressed assessed problems and stated identified goals based on the assessment
 - Used evidence-based support to determine appropriate interventions/strategies to achieve goals
 - Application of theory
 - Explanation of alternative strategies and rationale for interventions selected
 - Evaluation (10 points)
 - Addressed all selected interventions; appropriate in determining if goals have been met
 - Appropriate for identified goals and strategies
 - Goodness of fit with identified theories/frameworks
 - Organization (10 points)
 - Use of time by members
 - Balance of presented content and interactive discussion
 - Creativity and Engagement (10 points)
 - Creativity demonstrated in presenting information
 - Engagement of and involvement of peers in discussion
 - Ability to facilitate discussion
 - Integration of Readings and Supportive Materials (10 points)
 - Submitted supportive documents relating to the case including references
 - Applied theoretical and other relevant content from week's readings
- Total: 100 points (will contribute 15% toward final grade)

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

CHOICE SHEET FOR CASE ANALYSIS PAPER AND GROUP PRESENTATION

Name: _____

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

Comments: