

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

<b>Course Number:</b>	SW 327	<b>Instructor:</b>	Rosalie Ambrosino, PhD
<b>Unique Number:</b>	87545	<b>Email:</b>	rambrosino@utexas.edu
<b>Semester:</b>	Summer 2020	<b>Office:</b>	Remote
<b>Meeting Time/Place:</b>	MTWR 2-4 p.m.	<b>Phone:</b>	210-241-0391
	Asynchronous MW	<b>Office Hours:</b>	TR 12:30-1:45 p.m.
	Meet on Zoom TR		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. TEACHING METHODS**

This course is designed to provide the student with a meaningful learning environment that will facilitate mastery of knowledge and skills in the area of human behavior in the social environment. The class will be conducted remotely using an active learning approach. Teaching methods include a combination of readings and reflection of content, small group discussion, audiovisual presentations, case study analyses, experiential exercises, and lecture. Students are expected to be open to learning and actively engaged in course discussion and activities, to take appropriate personal risks, and to demonstrate both critical thinking and self-reflection throughout the course.

### **IV. REQUIRED TEXT AND MATERIALS**

Hutchison, E.D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course (2nd ed.)*. Los Angeles, CA: Sage. (available in an E-text)

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

## V. COURSE REQUIREMENTS

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

1. **Discussion posts:** Students will view content relating to Monday's and Wednesday's topics asynchronously, viewing PowerPoint slides and video/media presentations and completing assigned readings. Students will complete five discussion postings during the semester, applying concepts covered in asynchronous materials and readings to various scenarios and responding to at least two of their peers. See syllabus appendix for specific assignment guidelines (40% of grade)
2. **Case analysis:** Each student will write an independent case analysis based on one of the case studies in the text designated by the instructor. 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. This case analysis will be submitted in two installments; the first half of the assignment will be submitted in draft form. After receiving feedback, students will revise their draft and combine it with remaining required content in a final case analysis. See syllabus appendix for specific assignment guidelines (35% of grade)
3. **Final Exam:** Students will complete a take-home final examination applying concepts learned in the course to a film. See syllabus appendix for specific assignment guidelines. (15% of grade)
4. **Class participation:** Students will be expected to attend zoom classes regularly and participate actively in discussions, both online and in class. (10% of grade)

### Summary of Semester Assignments and Grade Breakdown

Assignment	Date Due	% of Grade
Discussion posts and peer responses	Wednesdays 6/10, 6/17, 6/24, 7/1, and 7/8; responses to peers Fridays 6/12, 6/19, 6/26, and 7/3	40
Case analysis/ Installment 1/draft	Monday, June 22	15
Case analysis/final submission	Monday, July 6	20
Film application/take home final exam	Saturday, July 11	15
Participation	NA	10
TOTAL		100 points

## VI. GRADES

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

## VII. CLASS POLICIES

1. **Instructor Contact:** If you wish to make an appointment to see me, cannot attend a zoom class, or have a question about the course, please send an email to me at [rambrosino@utexas.edu](mailto: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 eleven 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. **Submission of Papers and Late Assignments:** Assignments must be submitted on Canvas in a word document (no PDF files) by 11:59 p.m. the day that an assignment is due. All assignments must be turned in on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/ printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. After one day of grace, late assignments 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.
4. **APA & References:** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.
5. **Course Feedback:** Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made during a zoom class session, by making an appointment to meet with the instructor, or via any other means selected by the student.
6. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be announced in a zoom session and posted on Canvas. It is the responsibility of students to inquire about any changes that might have been made in their absence.

## VIII. UNIVERSITY POLICIES

1. **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.
2. **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/>.
3. **Professional Conduct and Civility in the Classroom:** The professor expects students to act as professionals in class. This means students should sign in on time for zoom class sessions, be prepared to participate in class discussions both online and in zoom sessions, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive course 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.
4. **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/>.
5. **Policy on Social Media and Professional Communication:** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

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

posting information/photos or using any language that could jeopardize their professional image.

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

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

6. **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 Office of Student Conduct and Academic Integrity, Office of the Dean of Students <https://deanofstudents.utexas.edu/conduct/>.
7. **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.
8. **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.
9. **Use of Email for Official Correspondence to Students:** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.
10. **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.

11. **Title IX Reporting:** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, 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 <http://titleix.utexas.edu>.
12. **Campus Carry Policy:** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.
13. **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.
14. **Behavior Concerns Advice Line (BCAL):** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.
15. **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

Date	Topic	Assignments Due	Readings
Class 1 Thursday, June 4 (ZOOM)	<ul style="list-style-type: none"> <li>• Introduction and course overview</li> <li>• Establishment of guidelines for class discussion</li> </ul>		<ul style="list-style-type: none"> <li>• Syllabus</li> </ul>
Class 2 Monday, June 8 (Asynchronous)	<ul style="list-style-type: none"> <li>• A multidimensional approach to human behavior and social work practice</li> <li>• Writing from a social work perspective</li> </ul>		<ul style="list-style-type: none"> <li>• Hutchison, Chapter 1, Human Behavior: A Multidimensional Approach and Chapter 2, Theoretical Perspectives on Human Behavior</li> </ul>
Class 3 Tuesday, June 9 (ZOOM)	<ul style="list-style-type: none"> <li>• Theoretical perspectives on human behavior and the social environment               <ul style="list-style-type: none"> <li>○ The ecological/systems framework</li> <li>○ Integrating theory, research, and practice</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Hutchison, Chapter 3, The Biological Person</li> <li>• Canvas: Ambrosino et al., The Ecological/Systems Framework</li> </ul>
Class 4 Wednesday, June 10 (Asynchronous)	<ul style="list-style-type: none"> <li>• Client engagement</li> <li>• Biopsychosocial dimensions               <ul style="list-style-type: none"> <li>○ Biological and psychological perspectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion post 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hutchison, Chapter 4, The Psychological Person</li> <li>• Canvas: Hepworth, et al., Chapter 3, Overview of the helping process, pp. 35-45</li> </ul>
Class 5 Thursday, June 11 (ZOOM)	<ul style="list-style-type: none"> <li>• Application: Continuation of discussion on biopsychosocial dimensions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion peer responses due 6/12</b></li> </ul>	
Class 6 Monday, June 15 (Asynchronous)	<ul style="list-style-type: none"> <li>• Life course and psychosocial life span development perspectives</li> </ul>		<ul style="list-style-type: none"> <li>• Hutchison, Chapter 10, The Human Life Journey: A Life Course Perspective</li> <li>• Readings on life span development framework posted on Canvas</li> </ul>
Class 7 Tuesday, June 16 (ZOOM)	<ul style="list-style-type: none"> <li>• Client assessment</li> <li>• Continuation of discussion on life course perspective</li> <li>• Religion/spirituality</li> </ul>		<ul style="list-style-type: none"> <li>• Hutchison, Chapter 5, The Spiritual Person</li> <li>• Canvas: Hepworth, et al., Assessment</li> </ul>

Class Wednesday, June 17 (Asynchronous)	<ul style="list-style-type: none"> <li>• Cultural and physical environmental factors that shape development <ul style="list-style-type: none"> <li>○ Race and ethnicity, gender/gender identity, class, religion/spirituality, ability, sexual orientation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion post 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hutchison Chapter 6, Culture and the Physical Environment</li> </ul>
Class 9 Thursday, June 18 (ZOOM)	<ul style="list-style-type: none"> <li>• Continuation of discussion on cultural and physical environmental factors that shape development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion peer responses due 6/19</b></li> </ul>	
Class 10 Monday, June 22 (Asynchronous)	<ul style="list-style-type: none"> <li>• Understanding family systems and dynamics</li> <li>• Family constellations</li> <li>• Changing family roles and structure</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Draft of case study/ Installment I</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hutchison, Chapter 7, Families</li> </ul>
Class 11 Tuesday, June 23 (ZOOM)	<ul style="list-style-type: none"> <li>• Group processes and dynamics</li> <li>• Organizational culture and dynamics</li> <li>• Community culture and impact on human development</li> </ul>		<ul style="list-style-type: none"> <li>• Hutchison, Chapter 8, Small Groups, Formal Organizations, and Communities</li> </ul>
Class 12 Wednesday, June 24 (Asynchronous)	<ul style="list-style-type: none"> <li>• Social inequality and impact on human development/behavior</li> <li>• Globalization on and impact on human development/ behavior</li> <li>• Social movements</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion post 3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hutchison, Chapter 9, Social Structure, Social Institutions and Social Movements: Global and National</li> </ul>
Class 13 Thursday, June 25 (ZOOM)	<ul style="list-style-type: none"> <li>• Important prenatal and childhood links to adolescent and adult development <ul style="list-style-type: none"> <li>○ Reproductive rights</li> <li>○ Prenatal development</li> <li>○ Birth/ infancy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion peer responses due 6/26</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hutchison, Chapter 11, The Journey Begins: Conception, Pregnancy, Childbirth, and Infancy</li> </ul>
Class 14 Monday, June 29 Asynchronous	<ul style="list-style-type: none"> <li>• Client intervention</li> <li>• Development in Toddlerhood, Early and Middle Childhood <ul style="list-style-type: none"> <li>○ Attachment</li> <li>○ Impact of parenting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Case study drafts returned</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hutchison, Chapter 12, Toddlerhood and Early Childhood and Chapter 13, Middle Childhood</li> </ul>

Class 1 Tuesday, June 30 ZOOM	<ul style="list-style-type: none"> <li>• Adolescent development <ul style="list-style-type: none"> <li>○ Identity</li> <li>○ Relationships</li> <li>○ Risks and decision making</li> </ul> </li> <li>• Goals and interventions</li> </ul>		<ul style="list-style-type: none"> <li>• Hutchison, Chapter 14, Adolescence</li> <li>• Canvas: Hepworth, et al., Planning and intervention strategies</li> </ul>
Class 16 Wednesday July 1 ZOOM	<ul style="list-style-type: none"> <li>• Development in young adulthood <ul style="list-style-type: none"> <li>○ Relationships</li> <li>○ Career choices</li> <li>○ Lifestyle choices</li> </ul> </li> <li>• Client evaluation</li> </ul>		<ul style="list-style-type: none"> <li>• Hutchison, Chapter 15, Young and Middle Adulthood</li> <li>Canvas: Hepworth, et al., Chapter 19, The final phase, Evaluation</li> </ul>
Thursday, July 2 NO ZOOM CLASS	<ul style="list-style-type: none"> <li>• Lab Day/Work on Case Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion peer responses due 7/3</b></li> </ul>	
Class 17 Monday, July 6 Asynchronous	<ul style="list-style-type: none"> <li>• Development in middle adulthood <ul style="list-style-type: none"> <li>○ Taking on new roles</li> <li>○ Mental health and health</li> </ul> </li> <li>• Myth of midlife crisis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final case analysis due</b></li> </ul>	
Class 18 Tuesday July 7 ZOOM	<ul style="list-style-type: none"> <li>• Development in late adulthood <ul style="list-style-type: none"> <li>○ Income</li> <li>○ Spirituality and religion</li> <li>○ Health/mental health</li> <li>○ Loss and grief</li> <li>○ Elder abuse</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Hutchison, Chapter 16, Late adulthood</li> </ul>
Class 19 Wednesday, July 8 Asynchronous	<ul style="list-style-type: none"> <li>• Film – Application of human behavior theories and concepts (Final exam based on this film)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion post 5 (no peer responses this week)</b></li> </ul>	
Class 20 Thursday, July 9 ZOOM	<ul style="list-style-type: none"> <li>• Integrating HBSE and practice</li> <li>• Future directions</li> <li>• Celebration and closure</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take home exam due Saturday, 7/11</b></li> </ul>	

## X. BIBLIOGRAPHY.

- Almack, K., Seymour, J., & Bellamy, G. (2010). Exploring the impact of sexual orientation on experiences and concerns about end-of-life care and on bereavement for lesbian, gay and bisexual older people. *Sociology*, 44(5), 908–924.
- Ainspan, N.D., Penk, W., & Kearney, L.K. (2018). Psychosocial approaches to improving the military-to-civilian transition process. *Psychological Services* 15(2), 129-134.
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**APPENDIX**  
**ASSIGNMENT EXPECTATIONS AND GUIDELINES**

**I. DISCUSSION FORUMS - 40% of final grade (8% per week)**

Each week the instructor will post asynchronous PowerPoint slides and other materials to be reviewed in addition to assigned readings. After reviewing materials, students will submit a response (estimated one page single spaced) on the Canvas discussion board link to a series of prompts no later than Wednesday (6/10, 6/17, 6/24, 7/1, and 7/8) 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 (6/12, 6/19, 6/26, and 7/3 - no peer responses are due in week 5) 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. Students will receive up to 8 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. Please include your postings directly on the discussion board link rather than submitting them in a word document.

**II. CASE ANALYSIS – 35% of final grade (15% for draft due June 22; 20% for final submission due July 6)**

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 final analysis
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 final analysis

The objectives of this assignment are:

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

**This analysis will be submitted in two parts: 1) a draft of installment 1 of your case analysis (introduction, engagement of the client, problem identification, and assessment of the case)**



**due Monday, June 22; and 2) a final case analysis paper incorporating changes to the first part of your paper based on feedback received and a continuation of your analysis (goals and intervention strategies and evaluation) due Monday, July 6. Both assignments should be submitted as word documents on Canvas.**

Your case analysis should be written using one of the following cases in the Hutchison text: 2.1 (Intergenerational stresses in the McKinley family), 9.1 (Leticia Renteria), 10.3 (The Suarez family after September 11, 2001), 11.3 (Sarah's teen dad), 12.2 (Terri's terrible temper), 13.3 (Manuel Vega), 14.1 (David's coming out process), 16.2 (Margaret Davis stays at home). Students will select cases during the first week of the course. Your analysis should be approximately 8 full double-spaced, 12-point font, pages in length (excluding cover and reference pages) and must adhere to APA 7<sup>th</sup> edition guidelines. This analysis should be supported with a minimum of 5 peer-reviewed, refereed journal articles published within the past ten years (unless you are citing the original author of a theory or an important historic citation). Do not use any websites as one of your references unless the reference is a peer reviewed, refereed journal article unless you are using the website to provide current demographic information.

#### **A. CASE ANALYSIS – INSTALLMENT I**

**Installment I must be posted on Canvas no later than Monday, June 22 at 11:59 p.m. and will count 15% toward your final grade.** It will cover parts 1, 2, and 3 of the case analysis requirements with a minimum of four sources (including 3 peer-reviewed articles and the Hutchison text), cited appropriately in the body of your document and on your reference page.

- **Part 1a - Relevant Background Information:**

- Briefly summarize the case, giving identifying information about the targeted client/client system, which can be an individual, family, group, organization, or community and why you chose that system as the client (use third person; cite text).
- Include information about the client/client system (for example, if an individual, age, race/ethnicity, gender, sexual orientation/gender identity, religion if relevant, current living situation, presenting problem.)
- Include detailed, relevant facts related only to the targeted client system you chose. This information should be grounded in the available case information and not based on unwritten assumptions, stereotypes, or biased opinions. The information should help explain the behavior of the client system in its total environment.
- Suggested length ½-1 page

- **Part 1b - Problem Statement:**

- Give a specific and concisely written formulation of the problem to guide your analysis and problem-solving.
- Suggested length: One short paragraph

- **Part 2 - Engagement of the Client in the Case:**

- Briefly describe how the client (or client system) is being engaged or not being engaged in addressing the problem the client (or client system) is facing. It is important to engage the client and develop a relationship so the client will be willing to seek and receive help.
- Be sure to describe the engagement strategies such as empathy, reflection, and interpersonal skills a social worker could use with the targeted client system in the case. Remember that the targeted system can be an individual, family, group, organization, or community.

- Use third person throughout your paper. Here, for example, you could say “The social worker could engage the client by....”, not “I will.....”.
- (Suggested length ½ page)
- **Part 3 - Assessment of the Case:**
  - After reviewing the background information, determine the major factors that are significant (for example, type of problem identified, age, race/ethnicity, gender identity, sexual orientation, ability/disability, citizenship status, access to economic and other resources). Then, using the UT library or Google scholar search systems, identify at least 3 peer reviewed journal articles published within the last ten years that will help with your assessment of this case (understanding what you think is going on and why). These articles can then serve as the major source of supportive information in this section of your case analysis.
  - Organize the information data from the case study and describe a single problem that the targeted client system is facing in the case. (1 paragraph).
  - Identify and discuss the biopsychosocial and cultural factors that contributed to this 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. (You can incorporate information from your literature review/journal articles here.)
  - Choose one theoretical framework covered in this course that guided your assessment of the problem of the targeted client system. Explain the theory/framework(s) and then show how it is relevant to the problems and core issues of this case. Be sure you include a source; you can incorporate information from your literature review/journal articles here as well.
  - Suggested length 3 ½ pages; assessment and contextual discussion should be about 2-2 1/2 pages; theory discussion should be about 1 page
- **Reference Page**
  - Cite all sources used in this installment following APA format.

## **B. FINAL CASE ANALYSIS**

**Your final case analysis must be posted on Canvas no later than Monday, July 6, at 11:59 p.m. and will count 20% toward your final grade. It will include your revisions of parts I, 2, and 3, as well as parts 4 and 5 of the case analysis (including at least 3 peer-reviewed articles that focus on intervention strategies relevant to your case study).**

- **Cover page and abstract**
- **Parts 1, 2, and 3 revised**
- **Part 4 - Intervention Strategies:**
  - Based on your assessment of the case, develop intervention goals and select appropriate intervention strategies that you and the client/client system would collaborate on to address the problem(s)/achieve the goals 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. Strategies should be distinct and feasible/realistic. Note briefly the advantages/disadvantages of each strategy selected.
  - Be sure to use a theoretical framework to guide the intervention selection and implementation. One theoretical framework can be used for all intervention strategies.

(It can be either the same framework used in your assessment section or a different framework.)

- Incorporate at least 3 different references from refereed journal articles supporting the intervention(s) chosen to address the problem(s).
- Suggested length 2-3 pages
- **Part 5 - Evaluation of Practice:**
  - Select and describe an appropriate method to evaluate the interventions selected. In other words, explain how you would know if the intervention(s) you chose was/were effective in addressing the problem.
  - Be sure to use your selected theoretical framework to guide the evaluation of the intervention selected and implemented.
  - Suggested length ½ page
- **References (incorporate sources from your first installment)**

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

**Installment I**

- Introduction (20 points)
- Engagement of the client (20 points)
- Assessment of the case (40 points)
  - Described single problem targeted client system is facing in the case (1 paragraph) (5 points)
  - Identified and discussed biopsychosocial and cultural factors that have contributed to the problem; used at least 3 appropriate peer reviewed journal articles published no earlier than 2000 to provide supportive documentation of assessment of the problem described and associated factors that have contributed to the problem (25 points)
  - Discussed one appropriate theoretical framework that guided assessment of targeted client system with appropriate citation (10 points)
- Writing quality and style, including appropriate use of references (20 points)

**Final Case Assessment**

- Attention to feedback received on installment I (10 points)
- Intervention strategies (50 points)
  - Provided clear intervention goal(s) and strategies to address the problem (15 points)
  - Described how they would be implemented (15 points)
  - Used theoretical framework to guide discussion (5 points)
  - Incorporated at least 3 references from referee journal articles to support decision-making (5 points)
  - Strategies were appropriate and derived from assessment of case (10 points)
- Evaluation (20 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

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**III. TAKE-HOME EXAM 15% of final grade due Saturday, July 11**

Students will complete a take-home exam (short-answer essay) at the end of the semester, which will require application of concepts and theoretical frameworks covered in the course to a film which can be accessed via Netflix or Amazon. Exams should be submitted on Canvas in a word document.