

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

Course Number: 381R

Unique Number: 59845

Semester: Fall 2019

Class Time: Mondays 8:30 am to 11:30 am

Class Location: SSW 2.112

Professor: Arlette Vila, PhD

Professor Email: arlettevila@utexas.edu

Office Location: SSW 3.104A

Office Hours: By appointment on Mondays

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

I. STANDARDIZED COURSE DESCRIPTION

This graduate-level course will focus on empirically based theories and conceptual approaches that undergird social work practice and research with individuals and families in social systems. Ecological-systems theory and a lifespan developmental framework will serve as conceptual guideposts for understanding social work's person-in-environment, contextual approach to the reciprocal relationship between human behavior and the social environment. Other traditional and alternative theories are also examined, including Psychodynamic, Cognitive Behavioral, Social Learning, Empowerment, Transpersonal, and Feminist. A critical perspective is emphasized to understand (1) theoretical knowledge construction, engagement, assessment, intervention, evaluation, and integration, and (2) theoretical relevance to explain the influence and contribution of factors related to race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability to human behavior and development. Methodological, empirical, and ethical considerations of contemporary issues (i.e., poverty, privilege, oppression, risk, and resiliency) and multi-dimensional aspects of the human experience and change across the lifespan (i.e., biological, psychological, social, cultural, and spiritual) will be critically examined.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Demonstrate knowledge about and critically analyze relevant theories of human behavior and development comparing definitional components, philosophical underpinnings, value assumptions, strengths, and limitations.
2. Analyze the reciprocal relationships of human behavior and social systems, and how this interaction influences health and well-being as well as risk and vulnerability.
3. Describe the social construction of theoretical concepts, empirical evidence, gaps in knowledge, and relevant controversies regarding theories of human behavior and development.
4. Analyze the impact of such factors as race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability on risk and resilience, identity development, and human interactions within social systems.
5. Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development.
6. Conduct a scientific review of empirical evidence and theory to address human behavior and development topics.
7. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with

clients and constituencies, assess data from clients and constituencies, select and implement interventions with clients and constituencies, and evaluate practice with individuals, families, and groups.

EPAS COMPETENCIES

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

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

- **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Outcome 6.1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
Outcome 7.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
Outcome 8.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies.
- **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
Outcome 9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups.

III. TEACHING METHODS

This class is conducted in an active learning approach using a variety of teaching methods such as lectures, videos, guest speakers, and group discussions.

- Students are expected to complete assigned readings of chapters, cases, and other assigned materials prior to each class period.
- All written assignments must be uploaded onto Canvas no later than 8:30 am on the due date indicated on the syllabus unless stated otherwise.
- The instructor is available to meet by appointment and is responsive to emails.
- Please note that the instructor will communicate frequently about the course via Canvas announcements and/or Canvas mail.

IV. REQUIRED TEXTS AND MATERIALS

Hutchison, E. D. (2019). *Dimensions of human behavior: Person and environment* (6th ed.) Sage Publication, Inc., CA.

Scales, T. L., & Wolfer, T. A. (2006). *Decision cases for generalist social work practice: Thinking like a social worker*. Thompson: Brooks/Cole, CA.

V. COURSE REQUIREMENTS

1. Literature Review Paper (15 points)

There will be a literature review research paper on a topic of interest to the student. Students are expected complete the scholarly literature review with a theory application by conducting an in-depth examination of a specific topic through reviewing what other scholars have written about the problem. Through this assignment the student will demonstrate critical thinking skills and mastery of American psychological Association (APA) writing format. Critical thinking skills will be reflected through analyzing and synthesizing a minimum of 10 evidence-based, peer reviewed journal articles. At least one theory needs to be reflected in one of the 10+ journal articles (or an additional scholarly book/chapter). The paper should be 9 to 10 full double spaced pages using Times New Roman 12 point font (not including title or reference list pages), written in APA format. The paper should include the following elements:

- 1) **Title Page** – student name and title of paper included (abstract is not necessary)
- 2) **Introduction to the overall issue/problem area (3 points)** (*about 1 page*)
 - Provide a clear statement of the issue you are focusing upon, including the importance or significance of the issue to social work. Establish the focus of the topic. What is the social or clinical problem you are addressing? What is the research question you want to answer in the paper? (**1 point**)
 - Must include demographic and statistical information: how many people have the problem, or are impacted by the topic area (epidemiology) and how large is this problem (does it have societal cost as well as individual cost)? (**1 point**)
 - Explain the rationale for why this is an important issue to study. What is its significance to social work? (**1 point**)
- 3) **Review of the literature (6 points)** (*about 6-7 pages*)
 - Although a literature review is a description of relevant research on your topic, it is not simply a summarization of a few studies; the literature must be synthesized as it relates to issues or subtopics in your area. Synthesizing means critical thinking and critiques of the empirical research articles are expected in the review.
 - Organize the review by subheadings that guide the reader through a logical flow of ideas. When citing literature on your topic, group your references together when they point to a common issue you are discussing. Point out conflicts in the literature, as indicated by critical thinking skills.
 - Use the results of studies you are citing to show empirical evidence related to the topic you are discussing.

- The literature review presents others' ideas; therefore, it is written in third-person. Do not use first person in any part of the literature review.
 - Be sure your literature review can address a research question that you want to find an answer to; for example, what are some interventions used to avoid burnout? Or what kinds of immediate supports do victims of human trafficking need when they initially settle into the United States?
 - Use at least 10 evidence-based, peer-reviewed journal articles for your literature review (only 1 website may be used in reference list for demographic information). Use current literature (try to use literature published no earlier than 2000) from peer-reviewed sources.
 - Only include literature that is relevant to your topic. Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs. Be sure to include evidence-based research studies and summarize the sample, methodology, and findings in the empirical studies.
- 4) **Conclusion (3 points) (2 pages)**
- Sum up the literature by answering: What does this literature review mean for the field of social work? *(1 point)*
 - What are possible implications for research, policy, and practice that you recommend for future directions *(2 points)*
- 5) **Writing Style and References (3 points)**
- Use at least 10 evidence-based, peer reviewed journal articles for your literature review (only 1 website may be used in reference list for demographics).
 - Use current literature (use literature published no earlier than 2000 unless you can justify there is no current literature) from peer-reviewed journal article sources.
 - Style formatting of citations throughout the paper and reference list must follow *Publication Manual of the American Psychological Association* - APA citations must be used appropriately and often. Remember, if you are quoting material exactly, you must put content inside quotations and add page numbers of where that quote can be found.
 - Use proper grammar. Avoid spelling errors, incoherence in writing, or using the first person instead of the third person voice.
 - Magazines and newspapers are not peer-reviewed sources.
 - Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.
 - Typed, 12 point Times New Roman font, 9-10 full pages (not counting title page), double-spaced.
 - APA style headings and subheadings should be used throughout.

Literature Review paper: Monday, October 21

2. HBSE Common Assignment: Case Analysis Paper (20 points)

To fulfill the EPAS competencies of 6.1, 7.2, 8.2, and 9.2, this is a common assignment for all sections of HBSE.

The assignment is for students to write a case analysis paper focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an

organization, or a community. Each student will sign up for the case they want to analyze. **The Case choices are #3, #4, and #8 from the Scales & Wolfer book.** Students need to choose a case different from cases they may be assessing in other classes. The paper will have several parts:

- **Competency 6: Part 1 and Part 2:**

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

- **PART ONE Introduction and relevant background information (3pts):** In the introduction be sure to clearly indicate who you are identifying as the targeted client system, which can be an individual, family, group, organization, or community, and why you chose that system as the client. The introductory background information is to include detailed relevant facts related only to the targeted client system you chose. This is grounded in the case information presented about the client system you chose to focus on in the case and not based on unwritten assumptions, stereotypes, or biased opinions. This information should help explain the behavior of the client system in its social environment.
- **PART TWO Engagement of the Client in the Case (3pts):** Use a strengths-based and empowerment theoretical framework to engage the client. It is important to engage the client and develop a relationship so the client will be willing to seek and receive help. Be sure to describe the engagement strategies such as empathy, reflection and interpersonal skills used with the targeted client system in the case. Remember the targeted client system can be an individual, family, group, organization, or community.

- **Competency 7: Part 3:**

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

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

- **Competency 8: Part 4:**

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

- **PART FOUR Intervention Strategies (3pts):** Develop intervention goals and select appropriate intervention strategies. Describe how the intervention strategies will be implemented. Be sure the problem has its own intervention strategy to address it. Be sure to use a theoretical framework to guide the intervention

selection and implementation. Use 3 references of referred journal articles supporting the intervention chosen to address the problem identified and clearly stated in the assessment section of the case.

- **Competency 9: Part 5:**

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

- **PART FIVE Evaluation of Practice (3pts):** Select and use appropriate methods to evaluate the interventions selected. Write up how you would know if the intervention you chose was effectively dealing with the problem. In other words, tell how you would know if the intervention is working to address the selected problem. Be sure to use a theoretical framework to guide the evaluation of the intervention selected and implemented.

- **APA/Writing/Grammar/Paper Length (5pts)**

- The case analysis paper should be typed, double-spaced, 12 point Times New Roman font, at least 8 full pages in length (excluding title and reference pages), and must adhere to APA 6th edition. No first person. Each paper should be supported with a *minimum of 6 referenced journal articles*. ALL 6 journal articles have to be recent ones, published in the year 2000 and later. Three references are to be used as evidence-based sources of documentation in the assessment of the case and three references are to be used as evidence-based sources for the intervention strategies sections of the case analysis paper. Writing style, clarity, spelling/grammar problems, references in APA, length, etc. is considered in final grade. Please include a title page.

Case Analysis paper due: Monday, December 9

3. Case Analysis Group Presentation (10 points)

Students will sign up for one case which will be presented in a group presentation.

The Case choices are #1, #2, #5 and #7 from the Scales & Wolfer book.

- 1) Students will be assigned into a group to lead the case discussion for each case. The group will present the introduction to the case, engagement of the client system, analysis of assessment of the three problems with a theoretical framework, and three interventions addressing each of the three problems for the case, grounded in theoretical frameworks for the intervention selection and implementation. The group will lead a mock team meeting where classmates will contribute to further analysis of the case based on the homework sheet done by all students, except those who are leading the group presentation.
- 2) The purpose of presenting your case analysis is to gain experience presenting a case and engaging and describing your opinions to your peers. The presentation will mirror a case meeting that many social workers have at their practice settings. Thus, the entire class will be contributing to the discussion. Presentations will last for approximately 25-30 minutes. The group will address all the components listed for

the final case analysis write-up. Presenters will lead the discussion and class members will actively ask questions throughout the presentation and provide feedback to the presentation in terms of implications of the findings of the group. Creativity is HIGHLY encouraged....please make it interesting! Even though each member of the group will be given a group grade, on the day of the presentation each person will submit a full bulleted outline of the entire presentation but making note of which part of the group presentation the individual person orally presented.

Case Analysis Group Presentation, Case 1: November 4

Case Analysis Group Presentation, Case 2: November 11

Case Analysis Group Presentation, Case 5: November 25

Case Analysis Group Presentation, Case 7: December 2

4. Exams (40 points total; 20 points each)

There will be two in-class exams. The exams will include multiple choice, true/false, and short-answer questions. The tests will cover materials from assigned readings, lectures, and class discussions. Exam #1 will cover approximately the first half of the semester and Exam #2 will cover approximately the second half of the semester.

Exam #1: Monday, October 26

Exam #2: Monday, December 9

5. Active Learning Presentations (10 points)

On the week assigned, a small group of students will choose ONE Active Learning exercise from that week's chapter in the Hutchison book and lead a 15 minute class discussion about the Active Learning exercise selected. Students will have to meet outside of class and organize themselves to prepare and do the Active Learning exercise as a group.

Group 1: September 30, October 26, November 18

Group 2: October 7, November 4, November 25

Group 3: October 14, November 11, December 2

6. Attendance, Participation, and Case Homework (5 points)

Students will receive allotted five points of their total grade for their class attendance, class participation, Case Homework, and professional conduct. Students are expected to attend all classes. Attendance will be taken each class period.

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

VIII. CLASS POLICIES

1. **Class Attendance.** Class attendance is required every class period for the entire class period. Attendance will be taken each class.
2. **Absences.** Students are advised to notify the professor if they have to miss class.
3. **Class preparation.** Before class time students are expected to read and/or complete the assigned chapter, handouts, case readings, and case homework prior to class. Students should be well prepared to participate in discussions and experiential learning assignments. Failure to demonstrate through discussions that one has comprehended the readings will be considered in assigning the class participation grade. If you do not verbally participate in class, it can affect your grade for participation.
4. **Assignment due dates.** All assignments due must be uploaded unto Canvas no later than 8:30 am on the dates specified on the syllabus. All assignments must be typed in double spaced and have one inch margins, typed in Times New Roman 12 point font, and following American Psychological Association (APA) format. You can find information about APA style here: www.apastyle.org and at the Purdue Online Writing Lab (OWL at Purdue) <https://owl.english.purdue.edu/owl/>.
5. **Feedback from Professor.** Students should submit questions or requests for clarifications at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the professor cannot guarantee a timely response.
6. **Electronics.** The use of laptops/tablets is ONLY allowed to take notes or to conduct assignments when directed by the instructor. The use of cell phones is not allowed in class. Unless you are currently a care-giver (i.e. parent), please turn your cell phone off and keep it stored.

7. Course Grades.

Literature Review	15 points
Case Analysis Paper	20 points
Case Analysis Group Presentation	10 points
Active Learning Presentations (3 presentations)	10 points
Exam #1	20 points
Exam #2	20 points
<u>Attendance, Participation & Case Homework</u>	<u>5 points</u>
Total	100 points

8. **Change of syllabus:** The instructor reserves the right to change the syllabus if circumstances require an adjustment of course content.

IX. UNIVERSITY POLICIES

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

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

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

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

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

Students are asked to consider the amount of personal information posted on these sites

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

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

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

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

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

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty,

professors, agency-based field professors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

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

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

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

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

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

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin

campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- a. 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.
- b. If you require assistance to evacuate, inform the professor in writing during the first week of class.
- c. In the event of an evacuation, follow the professor's instructions.
- d. 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.

X. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
Week 1 9/9	Welcome/Introduction Review: <ul style="list-style-type: none"> • Syllabus • HBSE Content • Assign Active Learning groups Human Behavior: A Multidimensional Approach How to Write a Literature Review		Hutchison, Chapter 1
Week 2 9/16	Guest lecturer: Literature Review	Start thinking about your literature review topic	
Week 3 9/23	Theoretical Perspectives on Human Behavior How to Write a Literature Review (cont...)		Hutchison, Chapter 2 Scales & Wolfer, Chapters 1& 2
Week 4 9/30	The Biological Person Scales & Wolfer, Case 6 Homework Practice Core Social Work Skills	Active Learning: Group 1 CHOICES for: <ul style="list-style-type: none"> • Case Analysis Paper • Case Group Presentation • Literature Review Topic 	Hutchison, Chapter 3 Scales & Wolfer, Case 6 NASW Code of Ethics
Week 5 10/7	The Psychological Person: Cognition, Emotion, and Self	Active Learning: Group 2	Hutchison, Chapter 4

Week 6 10/14	The Psychosocial Person: Relationships, Stress, and Coping Scales & Wolfer, Case 9 Analysis	Active Learning: Group 3 Scales & Wolfer, Case 9 Homework Due	Hutchison, Chapter 5 Scales & Wolfer, Case 9
Week 7 10/21	The Spiritual Person Time in class to meet with group for Case Analysis Presentation	Literature Review Paper Due	Hutchison, Chapter 6 Read the case assigned for your case group presentation so you can be prepared to meet with your group
Week 8 10/26	The Physical Environment EXAM #1	Active Learning: Group 1	Hutchison, Chapter 7
Week 9 11/4	Cultures	Active Learning: Group 2 Scales & Wolfer, Case 1 Homework Due Group Case Analysis Presentation Scales & Wolfer, Case 1	Hutchison, Chapter 8 Scales & Wolfer, Case 1
Week 10 11/11	Social Structure and Social Institutions: Global and National	Active Learning: Group 3 Scales & Wolfer, Case 2 Homework Due Group Case Analysis Presentation Scales & Wolfer, Case 2	Hutchison, Chapter 9 Scales & Wolfer, Case 2
Week 11 11/18	Families	Active Learning: Group 1	Hutchison, Chapter 10
Week 12 11/25	Small Groups	Active Learning: Group 2 Scales & Wolfer, Case 5 Homework Due Group Case Analysis Presentation Scales & Wolfer, Case 5	Hutchison, Chapter 11 Scales & Wolfer, Case 5

Week 13 12/2	Formal Organizations	Active Learning: Group 3 Scales & Wolfer, Case 7 Homework Due Group Case Analysis Presentation Scales & Wolfer, Case 7	Hutchison, Chapter 12 Scales & Wolfer, Case 7
Week 14 12/9	EXAM #2	Case Analysis Paper Due	

XI. BIBLIOGRAPHY

(May be helpful in getting your analyses started; not to replace your own literature searches.)

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Atwood, N. C. (2001). Gender bias in families and its clinical implications for women. *Social Work, 46*(1), 23-38.

Biggerstaff, M. A., Morris, P. M., Nichols-Casebolt, A. (2002). Living on the edge: Examination of people attending food pantries and soup kitchens. *Social Work, 47*(3), 267-277.

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Bui, H. N. (2003). Help-seeking behavior among abused immigrant women: A case of Vietnamese American women. *Violence Against Women, 9*(2), 207-237.

Burt, J.A., & Mutchler, J. E. (2003). English language skills, ethnic concentration, and household composition: Older Mexican immigrants. *The Journals of Gerontology Series B, 58*, S83-S92.

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