

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 course is designed to provide the student with a meaningful learning environment to acquire skills and knowledge in the area of human behavior in the social environment. The instructor believes in an active learning approach, an approach asserting that the learning process is one in which reciprocity between students and between the instructor and students is a necessity. Teaching methods include a combination of lecture, group discussion, small group critique, case study analysis, videos, in-class group activities, writings, readings, and self-reflection. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. As this is a seminar course, much of the learning will take place in class discussions. This course will highlight diverse perspectives of thought and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

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.

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

Additional readings from other books and journal articles may be assigned. Any additional readings will be available on Canvas.

V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements (further guidance for class participation and all assignments is included in the syllabus appendix):

ASSIGNMENTS	Points
Case Analysis Paper	20
Literature Review	15
Mid-term Exam	15
Final Exam	15
Group Presentation of Case Analysis	15
Class Participation, Attendance, Class Assignments	<u>20</u>
TOTAL	100

1. CASE ANALYSIS PAPER (20 points): Each student will write an independent case analysis focusing on how to engage, assess, intervene, and evaluate practice with an individual, family, group, organization or 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).

2. LITERATURE REVIEW PAPER (15 Points): Students are expected to use critical thinking to complete a scholarly literature review on a selected human development/behavior topic of interest to them that may be confronted in social work settings. This paper allows students to examine a specific topic, or issue, in depth, by reviewing and synthesizing what other scholars have written about it. Papers should be typed in Times New Roman 12 point font within 9-10 double-spaced full pages of text, not including the title and reference page. The reference page must include at least 8 references of refereed journal articles. References are to be current refereed journal articles, published after the year 2000. *See Appendix for more details.*

3. MID-TERM EXAM (15 points): There will be a mid-term exam focused on application of theory and human behavior content, reading assignments, and class lectures. If videos and guest lecturers are part of the class, these will also be covered on exam.

4. FINAL EXAM (15 points): There will be a mid-term exam focused on application of theory and human behavior content, the readings, and class lectures. If videos and guest lecturers are part of the class, these will also be covered on exam.

5. GROUP PRESENTATION OF CASE ANALYSIS: Students will work in a small group to lead a case discussion for the class. The group will apply different theories and content from one of the week's readings to a case example from the Hutchison text. The group will present the case, their analysis, and recommendations to the class, then lead a mock team meeting where classmates will contribute to further analysis of the case.

As part of the Group Presentation portion of the class, each student will be expected to complete a case summary for each case that is not their own. This case summary is to be turned in at the beginning of class and will count toward Class Participation, Attendance, and Assignments points. *See Subsection 6. Class Participation, Attendance, and Assignments below.*

6. CLASS PARTICIPATION, ATTENDANCE, AND ASSIGNMENTS (20 pts): A total of 20 points of the final grade comes from class attendance, class participation, and class assignments. Attendance will be taken every class period. Students are responsible for signing the roll sheet.

Absences: *See Section VII. Class Policies, Subsection 2, Class Attendance Policy for details.*

Electronic Devices: Students who inappropriately use cell phones, computers, or any other technological device during class will have points deducted from their participation grade at the discretion of the professor.

Late Arrival: Late arrivals will be noted if the student arrives more than 10 minutes after the start of class. Three late arrivals will count as one class absence.

VI. GRADING SCALE

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines will be provided for each assignment. Please note that you will not earn credit for MSSW courses if your final grade falls below a 'C'.

94.0 to 100.00	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 class, or have a question about the course, please email me via Canvas or Julie.Dickerson@austin.utexas.edu. The student should be prepared it may take 24-48 hours for a response. If a quicker response is needed, please call or text me at 512-963-8922.

2. CLASS ATTENDANCE POLICY: This course is interactive in nature, with students learning from each other as well as from readings and course assignments. Classroom exercises, discussions, role-plays, guest speakers, and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Therefore, class attendance is expected. Additionally, punctuality and timeliness are important for social work practitioners.

Students are allowed **two absences**. Any classes missed beyond these two absences will be deducted at three points per class missed (at the discretion of the professor). **Three or more absences excused or unexcused may result in a failing grade, or the student being dropped from the course at the discretion of the professor.**

Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail.

If students know that they will have to miss a class, it is advised to notify the instructor **at least 1 week** in advance.

3. READINGS and PREPARATORY ASSIGNMENTS: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. **Students are responsible for the material in the assigned readings whether or not the material is covered in class.** Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

4. PROFESSIONAL COMMUNICATION and INTERACTIONS: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly, and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

5. ELECTRONIC DEVICES: **All communication devices should be turned off or placed on silent mode and put away during class.** Unless laptops are required for specific class sessions, **students may not use laptops during class without prior permission** from the professor. Final grade may be adversely affected by student's failure to comply with this policy.

6. ASSIGNMENTS and GRADES: Assignments must be submitted to Canvas in a Word document by the 11:59 p.m. the day that an assignment is due. Changes in work schedules, personal celebrations, transportation problems, computer/ printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. Students will lose 2 points per calendar day that an assignment is late. On subsequent days, papers must be submitted before 11:59 p.m. to avoid an additional 2-point penalty. The student should email the professor to indicate that the assignment has been submitted.

7. EXAMS: A student is required to be present on exam days. A make-up exam will only be given in extreme circumstances, with appropriate documentation (e.g., doctor's note) at the discretion of the professor. Any legitimate absence must be discussed with the instructor at least 24 hours PRIOR to the exam date, by phone or email, unless there is a valid documented reason for not being able to meet this requirement. If it is determined that a make-up exam is appropriate, the exam must be made up within one week of the original date of the test or no credit will be earned.

8. APA & REFERENCES: The Steve Hicks School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the APA style are included in The Publication Manual of the American Psychological Association Sixth Edition (APA). The manual is available at the library or for purchase at the UT Co-op. Additional information on APA style and format can be found at the Learning Resource Center (LRC) in the Steve Hicks School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). 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.

9. COURSE MODIFICATION: Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be announced in class and posted on Canvas. It is the responsibility of the student to inquire about any changes that might have been made in her/his absence.

VIII. UNIVERSITY POLICIES

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

PROFESSIONAL CONDUCT 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 (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 Steve Hicks 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 Steve Hicks 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, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal 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 and/or the Title IX Liaison for the SHSSW, 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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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:

- 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	READING / ASSIGNMENTS	ASSIGNMENT(S) DUE
Class 1	•Introduction/Course	Syllabus	DUE: Read Syllabus

8/29	<ul style="list-style-type: none"> Overview •Class Activity •Case Analysis Paper/EAIE 		
Class 2 9/5	<ul style="list-style-type: none"> •Human Behavior: A Multidimensional Approach •Theoretical Perspectives on Human Behavior 	Hutchison Chapter 1 Hutchison Chapter 2	IN CLASS <ul style="list-style-type: none"> •Literature Review Topic Selection •Case Assignment Preferences
Class 3 9/12	<ul style="list-style-type: none"> •CH 2 Theoretical Perspectives on Human Behavior Cont. •The Biological Person •The Psychological Person •Writing Literature Reviews 	Hutchison Chapter 3 Hutchison Chapter 4	
Class 4 9/19	<ul style="list-style-type: none"> •CH 4 The Psychological Person Cont. •The Spiritual Person •The Human Life Journey: The Life Course Perspective 	Hutchison Chapter 5 Hutchison Chapter 10	
Class 5 9/26	<ul style="list-style-type: none"> •CH 10 The Human Life Journey Cont. •Culture and the Physical Environment •Small Groups, Formal Organizations, and Communities 	Hutchison Chapter 6 Hutchison Chapter 8	
Class 6 10/3	<ul style="list-style-type: none"> •CH 8 Small Groups, Formal Organizations, and Communities Cont. •Social Structure, Social Institutions and Social Movements: Global and National 	Hutchison Chapter 9	DUE: Literature Review Submit to Canvas by 11:59 p.m.
Class 7 10/10	<ul style="list-style-type: none"> •Families 	Hutchison Chapter 7	
Class 8 10/17	<ul style="list-style-type: none"> •Midterm •The Journey Begins: Conception, Pregnancy, and Infancy 	Hutchison Chapter 11	DUE: MIDTERM
Class 9	<ul style="list-style-type: none"> •Toddlerhood and Early 	Hutchison Chapter 12	

10/24	Childhood •Middle Childhood	Hutchison Chapter 13	
Class 10 10/31	•Adolescence •GROUP PRESENTATION	Hutchison Chapter 14	DUE: Draft Case Analysis Parts 1,2,3 Submit to Canvas by SUN 11/3, 11:59 P.M. Not Halloween!
Class 11 11/7	•Young and Middle Adulthood •GROUP PRESENTATION	Hutchison Chapter 15	
Class 12 11/14	•Late Adulthood •GROUP PRESENTATION	Hutchison Chapter 16	
Class 13 11/21	•Final Exam •HBSE and Implications for Social Work Practice		DUE: Final Exam
11/28	THANKSGIVING HOLIDAY		
Class 14 12/5	LAST DAY •Montage of Learning •In Class Final Project •Course Evaluation •Celebration!		DUE: Final Case Analysis Paper Submit to Canvas by SUN 12/8, 11:59 P.M. Not last day of class!

X. BIBLIOGRAPHY

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ADDITIONAL REFERENCES

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

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APPENDIX
ASSIGNMENT GUIDELINES

1. HBSE COMMON ASSIGNMENT: CASE ANALYSIS PAPER (20pts)

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. **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 2:

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

PART ONE

Introduction and relevant background information: In the introduction be sure to clearly indicate who you are identifying as the 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: 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: 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: 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: 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.

2. LITERATURE REVIEW RESEARCH PAPER (15 points)

Students are expected to use critical thinking to complete a scholarly literature review on a selected human development/behavior topic of interest to them that may be confronted in social work settings. A literature review allows students to examine a specific topic, or issue, in depth, by reviewing and synthesizing what other scholars have written about it. Papers should be typed in Times New Roman 12 point font within 9-10 double-spaced full pages of text, not including the title and reference page. The paper should be written in third-person. No first-person language. The reference page must include at least 8 references of refereed journal articles. References are to be current refereed journal articles, published after the year 2000.

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)

Provides a clear statement of the issue you are focusing upon, including the importance or significance of the issue to social work.

a. Establish the Focus of the Topic: (1 point)

What is the social or clinical problem you are addressing? Define how you plan to organize your review (e.g., what subheadings do you plan to use, etc.).

b. What is the Research Question? (1 point)

Must include demographic and statistical information including how many people have the

problem or are affected by the topic area (epidemiology) and how large is this problem (does it have societal cost as well as individual cost?)

c. Explain the Rationale: (1 point)

Why is this an important issue to study? What is its significance to social work?

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?

- a. Use at least 8 evidence-based, peer-reviewed journal articles for your literature review (only 1 website may be used in reference list for demographic information).
- b. Use current literature (try to use literature published no earlier than 2000) from peer-reviewed sources.
- c. Only include literature that is relevant to your topic.
- d. Make sure the topic flows logically and moves from one point to another with appropriate transitions between paragraphs.
- e. Be sure to include evidence-based research studies and summarize the sample, methodology, and findings in the empirical studies.

4. Conclusions: (3 points total- 2pages)

Sum up the literature by answering the following:

- a. What does this literature review mean for the field of social work? (1 point)
- b. What are possible implications for research, policy, and practice that you recommend for future directions? (2 points)

5. Writing Style and References: (3 points)

- a. 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 where that quote can be found.
- b. Grammar, spelling errors, incoherence in writing, or using the first person instead of the third person voice will be graded.
- c. Use at least 8 evidence-based, peer reviewed journal articles for your literature review (only 1 website may be used in reference list for demographics).
- d. 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. Magazines and newspapers are not peer-reviewed sources.
- e. Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.
- f. Typed, 12 point Times New Roman font, 9-10 full pages, double-spaced.

3. GROUP PRESENTATION OF CASE ANALYSIS (15 points)

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.

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 engage in at their practice settings. Thus, the entire class will be contributing to the discussion. Students will be assigned to a group of 3-5 members and will present on a case assigned from the Hutchison book. The group will use the presentation criteria listed in the *Evaluation of Case Presentation*, as well as clearly identify the client system in the case, present strategies to engage the client system, assess 3 problems relevant to the client system and connected to a theoretical framework, offer 3 interventions to address each problem identified in the assessment, and evaluate the plan.

The goal 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.

Grades are determined by the entire group's presentation. Presentations, including discussion, will last approximately 45 minutes. 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. Presenters will lead the discussion, and class members will actively ask questions throughout the presentation and provide feedback to the group presenting the case. Creativity is strongly encouraged, so make your presentation interesting and interactive. You may use slides to ensure that your material is organized and to help guide discussion, role plays, or whatever other approaches the group thinks fit best with the case being presented. Printed or posted handouts are also recommended. Any documents to be posted or printed 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 the criteria listed in the Evaluation of Case Presentation found in this appendix.

4. EVALUATION OF CASE PRESENTATION (completed during presentation)

Student's Name: _____

Case # _____

Scale	PRESENTATION CRITERIA
1 (low)- 5 (high)	How well did presenters meet the following criteria?

	Introduction: Background and summary of relevant details of the case.
	Problem Statement/ Engagement: Identification of the presenting problem and how you would engage the targeted client system to develop a working relationship. Clear statement of the core problem.
	Assessment/Application of Theory: Includes (a) identification of at least one problem area for intervention stemming from the presenting problem, (b) use of a single or multiple theoretical framework(s) and c) inclusion of peer-reviewed journal articles to guide your assessment
	Intervention Strategies: Interventions for the client system's identified problem(s), incorporating (a) goals a social worker would establish with the client/client system on which the interventions are based, (b) a single or multiple theoretical framework(s), (c) peer reviewed articles to guide the interventions, and (d) a discussion of the pros and cons of each proposed intervention, incorporating cultural factors.
	Evaluation: An evaluation strategy for each of the interventions selected to address the problems/established goals.
	Integration of Readings/Materials: Submitted supportive documents relating to the case, including references. Applied theoretical and other relevant content from week's readings
	Organization of Presentation: Use of time by members, balance of presented content, and interactive discussion, each group member's equal contribution to presentation.
	Class Engagement: Involvement of class members in presentation and group's ability to lead discussion.
	Creativity of Presentation: Creativity demonstrated in presenting information.
	Presentation Length / Exam Questions: Presentation appropriate length (35-40 minutes) and 2 exam questions submitted.

Comments to Presenters: _____

5. STUDENT EVALUATION OF CASE

Student's Name _____ Case # _____

An evaluation should be completed **for each case presented**, other than your own.

Bring **2 copies** of evaluation **to class**. One copy to turn in, one to work from.

Evaluation should be **typed in Word, 12 point font, single spaced, 1-2 pages maximum.**

This evaluation should be completed prior to class.

1. IDENTIFIED CLIENT: [Clearly state the targeted client system.]

2. BACKGROUND INFORMATION [Give background information about the targeted client system and explain why you chose it.]

3. ENGAGEMENT: [Describe the strategies/approaches you would use to engage the targeted client system and build a strong working relationship.]

4. ASSESSMENT AND THEORY: [Clearly state one core problem presented in the case. Describe how you would assess this core problem. Include relevant information stated in the case and explain why you think it's a problem for the targeted client system. What theory would you use to guide assessment of the problem?]

5. INTERVENTION AND THEORY: [Describe at least one intervention to address the core problem stated. What theory would you use to guide your selection of this intervention and why?]

6. EVALUATION: [Describe the evaluation strategies you would use to tell how the intervention selected is effectively improving the problem. In other words, how will you know your intervention was effective?]

7. QUESTIONS FOR DISCUSSION: [Prepare two questions that you could ask during the case discussion that would facilitate critical thinking/problem-solving in addressing the issues in this case and proposing strategies for intervention.]