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

Course Number:	SW 327	Instructor:	Octavious Bishop
Unique Number:	89490	Email:	octavious.bishop@austin.utexas.edu
Semester:	Summer 2021	Office:	Online/Zoom
Meeting Time:	MTWTH 2:00pm-4:00pm	Office Phone:	512-471-5457
& Place:	ZOOM	Office Hours:	Available after each class
	Video Conference		Other time by appointment

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

I. STANDARDIZED COURSE DESCRIPTION

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

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

For social work majors, admission to the major in social work is a prerequisite for this class; for others, upper-division standing is a prerequisite.

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.

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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 edition.).* 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

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

1. **Discussion posts/Breakout Discussions:** Students will view content relating to Monday's and Wednesday's topics asynchronously, or as given by professor, viewing PowerPoint slides and video/media presentations and completing assigned readings. Students will complete four discussion postings during the summer session, applying concepts covered in asynchronous and synchronous materials, readings to various scenarios and breakout discussion, or class lectures. **(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)**

VI.   GRADES

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

VII. CLASS POLICIES

1. Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

2. 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.

3. 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. **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. Grade is negatively impacted by student's failure to comply with this policy.

4. Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. It is your responsibility to sign the class attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

5. Assignments and Grades: Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

6. Writing Style: The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the UT Co-op.

7. Use of Canvas: The professor uses Canvas Web-based course management/collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

8. Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

9. Classroom Courtesy: As a courtesy to the class that meets after your class, please dispose of trash and to return the chairs and desks to rows or some sort of organized arrangement.

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 race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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 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 on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of

incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

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

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 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.

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

This course details all that is covered weekly. It is the student's responsibility to use time management skills to address learning objectives listed. I will assign chapters weekly per the flow of the fast summer session.

Date	Topic	Assignments Due	Readings
W1 Thursday, June 3	• Introduction and course overview • Establishment of guidelines for class discussion • Breakout Rooms • A multidimensional approach to human behavior and social work practice • Writing from a social work perspective • Class Themes • Experience +Perspective + Behavior	• **Discussion post 1 10pts**	• Syllabus Start reading Hutchison Chapter 1-3
W2 June 7	• Client engagement • Biopsychosocial dimensions o Biological and psychological perspectives • Application: Continuation of discussion on biopsychosocial dimensions	• **Discussion post 2 10pts**	• Hutchison 2nd edition • Writing Topics Posted in Announcements*
W3 June 14	Life course and psychosocial life span development perspectives • Client assessment • Continuation of discussion on life course perspective Religion/spirituality	**Case Analysis Draft 1 15 pts. Due by Sat. 6/17 midnight**	• Hutchison

	• Cultural and physical environmental factors that shape development ○ Race and ethnicity, gender/gender identity, class, religion/ spirituality, ability, sexual orientation		

W4
 	
June 21
	• Understanding family systems and dynamics
	• Family constellations
	  Changing family roles and structure
	• Group processes and dynamics
	• Organizational culture and dynamics
	  Community culture and impact on human development
		• **Discussion post 3 10pts**	• Hutchison

W5
June 28
	• Social inequality and impact on human development/behavior
	• Globalization on and impact on human development/ behavior
	• Social movements
	• Important prenatal and childhood links to adolescent and adult development
	  ○ Reproductive rights
	  ○ Prenatal development
	• Birth/ infancy
	• Adolescent development
	• Identity
	• Relationships
	• Risks and decision making
	• Goals and interventions
	• Development in young adulthood
	  ○ Relationships
	  ○ Career choices
	  ○ Lifestyle choices
		Discussion post 4 10pts
		
		Final Draft of Case Analysis 20 pts Due no later than Monday July 2nd by 11:59pm
			Hutchison
			
			The Secret Life of the Brain Ep. 1 & 3 (Youtube)

	• Development in middle adulthood
	    o Taking on new roles
	    o Mental health and health
	• Myth of midlife crisis		

W6
Monday,
July 5
	• Development in late adulthood
	    o Income
	    o Spirituality and religion
	    o Health/mental health
	    o Loss and grief
	• Elder abuse
		Film – Application of human behavior theories and concepts
		• **Final Exam due By Friday**
		• **July 9th at midnight. 15pts**
		• Watch Film-The Human Experience (YouTube)
			• Hutchinson

X.   BIBLIOGRAPHY.

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I.   CASE ANALYSIS – 35% of final grade (15% for draft due week of 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 7th 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 Saturday, June 17th 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.

- o 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).
- o 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.)
- o 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.
- o 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**
  - o 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 - <u>Intervention Strategies</u>:**
  - o 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.
  - o 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.
  - o 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.)
  - o Incorporate at least 3 different references from refereed journal articles supporting the intervention(s) chosen to address the problem(s).
  - o Suggested length 2-3 pages
- **Part 5 - <u>Evaluation of Practice</u>:**
  - o 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.
- o Be sure to use your selected theoretical framework to guide the evaluation of the intervention selected and implemented.
- o 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)
  - o Described single problem targeted client system is facing in the case (1 paragraph) (5 points)
  - o 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)
  - o 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